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ABSTRACT

The purpose of this study was to develop a description of the Gateway Grants Program, providing data on the activities that states and Gateway Grantees have undertaken in response to the Adult Education Act, as amended. Information was gathered through a survey of state officials administering the Gateway program and local directors of Gateway Grant projects in all 50 states, the District of Columbia, and Puerto Rico. Findings indicate that the Gateway Grants program did target funding to literacy projects serving public-housing residents throughout the United States. Gateway grantees reported average awards of approximately $18,500, and the program delivered adult-education services to over 5,000 individuals. Around two-thirds of grantees served urban communities, though two-thirds of these were in smaller urban areas. The program encouraged states to fund adult-literacy services, and when projects were funded, directors reported success at reaching their target audiences. However, findings also show that most states allocated small portions of the federal funds for Gateway programs, and that state administrators tended to view the program negatively, regarding the funding structure as wasteful, difficult to administer, and largely failing to increase the level of adult-education services for public-housing residents. (RJM)

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A DESCRIPTIVE REVIEW OF THE GATEWAY GRANTS PROGRAM

July 1997

Prepared for:
U.S. Department of Education
Office of the Under Secretary
Planning and Evaluation Service

Submitted by:
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Center for Research in Education
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Executive Summary

The National Literacy Act (NLA) amended the Adult Education Act (AEA) to require the use of funds under the Adult Education state-administered basic grants program for competitive grants to public housing authorities (PHAs) for literacy programs and related activities. The legislation provides discretion to states to determine the amount of funds from their basic grant to be set aside for these Gateway Grants, the number of grants, and the procedures for selecting grantees and administering the grants. The legislation requires an evaluation of the Gateway Grants program every two years, and, pursuant to that provision, the U.S. Department of Education contracted with Research Triangle Institute (RTI) in December 1994 to conduct a review and analysis of the Gateway Grants program as it was implemented in the states. P.L. 104-66 removed the biennial evaluation requirement in December 1995, after this evaluation began. The purpose of this study was to develop a description of the program, providing data on the activities states and Gateway Grantees have undertaken in response to the AEA, as amended.

The RTI research team designed a survey of state officials administering Gateway programs and local directors of Gateway Grant projects. A State Administrators Questionnaire focused on state-level decisions regarding the implementation of the Gateway program, especially decisions related to funding and the award process, and state-level program evaluation. A Local Grantees Questionnaire focused on local program operations, including administration, services, and customers, and inquired about sources and use of funds and local evaluation activities. RTI staff mailed questionnaires to state administrators in all 50 states, the District of Columbia, and Puerto Rico, and to directors of the 131 local programs that received funding under the Gateway program. The response rate was 83 percent from state administrators (43 respondents) and 86 percent from local grantees (112 respondents).

Findings indicate that the Gateway Grants program has resulted in targeted funding to literacy projects serving public housing residents in urban and rural communities throughout the nation. In the early fall of 1995, 41 states responded to a pre-survey inquiry from RTI and reported a total of 131 active grants. For program year 1995 (beginning July 1, 1994), 112 Gateway Grantees who subsequently responded to the survey reported average awards of

approximately $18,500. The program delivered adult education services to over 5,000 individuals. Approximately two-thirds of grantees served urban communities, although two-thirds of these were in smaller urban areas with populations of fewer than 100,000. Approximately one-fourth of grants supported programs in rural areas.

The Gateway Grants program has encouraged states to fund adult literacy services through public housing authorities. Where Gateway projects have been funded, the projects report success at reaching their target audiences of PHA residents. Many state officials are unenthusiastic about the program, however, citing in particular the inefficiencies associated with passing money through PHAs to literacy providers. Data analysis led to specific conclusions, including the following :

- Most states allocated small portions of their federal AEA funds and almost none of their state adult education funds to Gateway Grants. Combined state and federal allocations to Gateway Grants (for 43 reporting states) averaged approximately $53,000 per year per state for program years 1994 through 1996. The factors that led state administrators to set aside a relatively small proportion of funds for Gateways included beliefs that (1) public housing residents were already served by literacy providers, (2) Gateway funding should be at levels that interfere minimally with the funding to other adult education providers, and (3) interest among potential grantees was low.

- Nearly three-fourths of state adult education offices used the same criteria or guidelines for evaluating and awarding Gateway Grants as they used to review other basic grants to local providers. Other considerations included coordinating the proposed Gateway projects with existing local projects, targeting certain geographic areas within the state, improving or expanding existing programs, and distributing funds evenly throughout the state.

- The AEA requires Gateway Grants to go to PHAs with the stipulation that the public housing authorities consult with one or more local adult education providers regarding programming and activities at the Gateway site. In practice, PHAs have relied heavily on local adult education providers in developing and administering Gateway projects. Two-thirds of grantees named adult education service providers as the primary grant authors or joint authors with PHAs. PHAs have passed through over three-quarters of grant funds to

adult education providers, with 60 percent of local grantees indicating that the PHA passed through all of the Gateway Grant funds it received and only 21 percent indicating that PHAs retained all of the funds.

- Gateway projects were staffed largely by part-time employees. Over three-fourths of all Gateway projects had only part-time instructors, and a third of the projects had only one part-time instructor on staff. Fourteen projects employed full-time instructors, and 15 projects employed a full-time administrative or clerical worker at their Gateway site. Most projects offered all their services on-site at public housing, although almost one-third had some activities at sites other than public housing.

- Gateway projects served an average of 50 customers per year. On average, 86 percent of customers were public housing residents, and 65 percent were first-time participants in adult education services. Approximately 80 percent were female, 43 percent were black, and 37 percent were white. More than half of the customers were in the 25-44 years age group.

- Gateway Grant project directors offered anecdotal evidence of the achievements of their projects and the accomplishments of their students. Reports of Gateway Grant participants' improving their skills and expanding their job opportunities were common. Frequently cited examples of student achievement included becoming employed, receiving a GED, beginning postsecondary education, learning or improving English, and increasing self-esteem and confidence. In addition, Gateway project directors wrote of Gateway students' increasing their participation in the community, and many projects reported success coordinating their Gateway services with other community organizations.

- Almost half of the responding state administrators indicated that they had encountered problems with the start-up and operation of their state's Gateway Grants program. The fiscal arrangement specifying that AEA monies for Gateway Grants programs go directly to public housing authorities was the main administrative challenge cited by state administrators, who were nearly twice as likely to describe this funding structure as a weakness than as a strength. Other common problems included low numbers of

participants in the program, staff turnover at the PHAs, the multiple needs of the population being served, and violence at some sites.

Overall, local Gateway grantees were more enthusiastic about the program than were state-level adult education administrators. Local grantees cited numerous accomplishments of their projects and maintained that the program had increased the availability of literacy services to public housing residents. In contrast, state administrators tended to view the program negatively, regarding the funding structure as administratively difficult and wasteful. For the most part, they contended that the Gateway program had not increased the level of adult education services targeted for those living in public housing.

A Descriptive Review of the Gateway Grants Program

Introduction

Enacted in October 1991, the National Literacy Act (NLA, P.L. 102-73) amended the Adult Education Act (AEA) to require the use of funds under the Adult Education state-administered basic grants program for competitive grants to public housing authorities (PHAs) for literacy programs and related activities. The legislation specifies that "any grant provided under this subparagraph shall be referred to as a 'Gateway Grant'" and requires that "any public housing authority that receives a grant under this subparagraph shall consult with local adult education providers in conducting programs and activities with assistance provided under the grant" [AEA, Section 322(a)(3)(A-B); see Appendix A]. The legislation provides discretion to states to determine the amount of funds from their basic grant to be set aside for Gateway Grants, the number of grants, and the procedures for selecting grantees and administering the grants.

The legislation also required an evaluation of the Gateway Grants program every two years. Pursuant to that provision, the U.S. Department of Education (ED) contracted with Research Triangle Institute (RTI) in December 1994 to conduct a review and analysis of the Gateway Grants program as it was implemented in the states. P.L. 104-66 removed the biennial evaluation requirement in December 1995, after this evaluation began. The purpose of this study was to develop a description of the program, supplying data on the activities Gateway Grantees have undertaken in response to AEA, as amended.

As this report describes, the Gateway Grants program has resulted in targeted funding to literacy projects serving public housing residents in urban and rural communities throughout the nation. In the early fall of 1995, when RTI researchers contacted adult education officials in all 50 states to obtain names and addresses for local Gateway Grantees, 41 states reported a total of 131 active grants. As subsequent sections of this report elaborate, for program year 1995 (beginning July 1, 1994), the 112 Gateway Grantees who responded to the study's survey reported average awards of approximately $18,500. The program delivered adult education services to over 5,000 individuals, or an average of more than 50 adult learners per grantee. According to grantee reports, almost two-thirds of these learners were first-time recipients of

adult education services. Approximately two-thirds of grantees served urban communities, although two-thirds of these were in smaller urban areas with populations of fewer than 100,000. Approximately one-fourth of grants supported programs in rural areas. Although the Gateway program awards grants to PHAs, these grantees passed through approximately three-fourths of the funds to local adult education service providers.

Study Procedures

The RTI research team designed the study to answer questions developed in consultation with officials in ED's Division of Adult Education and Literacy (DAEL) and with state and local officials familiar with the Gateway program's purposes. These individuals included state adult education directors, local adult education service providers, and local public housing authority officials. Following these consultations, we prepared the following specific research questions that guided questionnaire development and data analysis:

- How do states decide how much funding to allocate statewide to Gateway Grants?
- How do states decide to whom and at what level to award individual Gateway Grants?
- Who are the Gateway Grant service providers?
- How and where are services provided?
- Whom are Gateway Grant projects serving?
- What innovations and progress can states identify related to Gateway Grant projects?
- What problems have states encountered in attempting to establish Gateway Grant projects, and how have they addressed these problems?
- What activities are states conducting to evaluate their Gateway Grant projects?
- What participant outcomes have Gateway Grant projects achieved?

Questionnaires

To address the research questions, we developed two questionnaires -- one for local Gateway Grantees and one for state administrators who oversee their state's Gateway Grants program. Appendix B contains copies of the questionnaires. The State Administrators Questionnaire focused on state-level decisions regarding the implementation of the Gateway program, especially decisions related to funding and the award process, and state-level program evaluation. The Local Grantees Questionnaire focused on local program operations, including administration, services, and customers. The questionnaire also inquired about sources and use of funds and local evaluation activities. Approximately half the Local Grantees Questionnaires were completed by personnel at the public housing authorities, while half were completed by the local adult education providers affiliated with the projects.

Respondents and Response Rates

In the fall of 1995, RTI staff mailed questionnaires to state administrators in all 50 states, the District of Columbia, and Puerto Rico, and to directors of the 131 local programs that received funding under the Gateway program. To bolster the response rate, we followed initial mailings with a reminder postcard and a second questionnaire mailing to all nonrespondents. Table 1 shows the number of questionnaires sent and the response rate.

Table 1. Survey respondents and response rates

Questionnaire	Number of questionnaires sent	Number of respondents	Response rate
State Administrators	52	43	83%
Local Grantees	131	112	86%

Data Analysis

Reflecting the descriptive emphasis of the study, data analyses on which our findings are based involved computation of general descriptive statistics of both central tendency and variability. These analyses were straightforward, involving univariate or crosstabular data

descriptions, including counts, proportions, measures of data dispersion or variation, and measures of central tendency such as means, medians, and modes. A few examples include the percentage of Gateway Grantees involved in various types of activities, the average number of adult learners served, the characteristics of those customers, and the percentage of Gateway funds allocated to various expenditure categories. This type of analysis addressed all the research questions posed concerning the Gateway Grants program.

In the remainder of this report, we present the study's findings. The reported percentages are of the 43 state administrators and 112 local grantees who responded to the survey, unless otherwise specified.

States' Administration of the Gateway Grants Program

NLA did not prescribe procedures for awarding or administering Gateway Grants, and states mostly followed the procedures they used for other grants to local service providers. Nevertheless, states did have to make decisions regarding the level of funding they would set aside for Gateway Grants, the means they would use for alerting potential applicants, and the criteria they would use to evaluate Gateway applications.

Decisions Regarding Funding Level

States allocated small portions of their overall AEA funds and almost none of their state adult education funds to Gateway Grants. Across the four years the program has been mandated, few states reported allocating more than three percent of their federal funds to Gateways and most allocated far less. For example, for program year 1994, only three states reported allocations greater than three percent. For program years 1995 and 1996, four states reported allocations greater than three percent with the highest allocations for those years reported at five percent. For the 43 states whose Gateway Grants administrators responded to the survey, the combined total allocation to the grants for program years 1994 through 1996 averaged approximately $2.3 million per year. Thus, for the 43 states reporting, combined state and federal allocations to Gateway Grants averaged approximately $53,000 per year per state for program years 1994 through 1996. Over those three years, these administrators collectively reported funding an average of 127 Gateway projects per year, at an average of slightly more

than $18,000 per grant. As noted previously, respondents to the Local Grantees Questionnaire reported a similar per-year average of approximately $18,500 per grant.

RTI researchers asked state officials overseeing the Gateway program to select from a list the factors that most strongly influenced their state's decision on how much funding to allocate to Gateway Grants and to rank the factors they selected. Table 2 lists the factors, the percentage of respondents who selected each as important, and the percentage who ranked each as the most important. State officials most frequently responded that (1) public housing residents were already served, (2) Gateway funding should be at levels that interfere minimally with the funding to other adult education providers, and (3) interest among potential grantees was low. Only eight percent of respondents indicated that the most important factor influencing the level of funding was that public housing residents were inadequately served.

Table 2. Factors strongly influencing states' funding level decisions

Factors influencing choice of funding level	Percent of administrators who ranked factor as important (n=40)	Percent of administrators who ranked factor first (n=40)
Public housing residents were already served by adult education providers	60%	30%
This level was the maximum that would not disrupt other programs	48%	18%
This level was influenced by the low interest among potential grantees	43%	18%
This level was the minimum that could have an impact	43%	8%
Public housing residents were inadequately served by adult education providers	20%	8%
This level of funding was similar to what other states were doing	13%	3%
This level was influenced by the high interest among potential grantees	10%	0%
Other factors	28%	18%

Grant Award Process

State adult education officials made potential applicants aware of Gateway Grant funds primarily through general announcements. State adult education offices in 34 states (79 percent of responding states) sent such announcements to state and local adult education providers, and those in 31 states (72 percent) sent similar announcements to the public housing authorities. Offices in 16 states (37 percent) sent special invitations to specific adult education providers or public housing authorities, and five others (12 percent) placed notices of funding availability in newspapers throughout their states.

Findings indicate that about two-thirds of state adult education administrators believed that at least some PHAs in their state were interested in the Gateway program, while 35 percent responded that PHAs were not interested in participating in the program. The 35 percent who believed that PHAs in their state were insufficiently interested offered various possible explanations for the low interest. The primary explanation was that adult education providers were already adequately serving public housing residents. Less frequently offered explanations were that PHAs had neither the staff nor the space to manage the program, that grant amounts were too small, or that literacy efforts were simply not a priority for public housing authorities.

Asked to describe what they had done to generate interest in the program, five state administrators in states with low PHA interest reported extended or unusual efforts to solicit applications from PHAs: Four administrators indicated that they had initiated personal contacts with PHA directors, and one commented that the state had conducted a survey of public housing authorities to determine their interest. Other reported methods of soliciting applications were the standard methods that states used to publicize the availability of the grants including contacting PHAs, contacting adult education providers, and placing ads in newspapers.

Several states noted that they had instituted a Gateway Grants program but had eventually eliminated the funding for it when the program proved to be unsuccessful or had generated little interest. One state adult education consultant wrote that "the one Housing Authority funded was unable to meet enrollment projections," and another state director commented that the program was not funded following "lack of interest and poor program implementation in the two previous fiscal years." Other state administrators indicated that they were unable to find public housing

authorities in their state interested in participating in the program. One state administrator reported, "We have no large PHA projects; this is a rural state with little public housing. Every promising lead for doing an actual Gateway Grant met hurdles." She explained that, instead of establishing a Gateway Grant program, her office gave special project grant money to ABE centers that made efforts to serve those living in public-subsidized housing. Two other largely rural states also reported that they could not interest any public housing authorities in their state in participating in the program.

> "Despite public notices, newspaper notices, public bidders' conferences, and the like, interest was low. 'These clients are already being served through existing programs' is what we were told. Also, there was too much red tape in filling out federal data forms for so little money."
>
> -- State director of adult basic education

Not all states reporting low public housing interest were rural states, however. Several states with large urban districts also reported that their PHAs were uninterested in the program. One respondent wrote, "I regret that there has not been a great deal of interest due to lack of space, facilities, and resident interest in the programs." Another adult education director from a largely urban state commented, "The application process was unfamiliar to those agencies [the PHAs]. Applicants found the application overwhelming (i.e., goals and objectives, evaluation data, etc.)."

Grant Award Criteria

In developing criteria for awarding Gateway Grants, most state adult education offices (31 states or 72 percent of respondents) used the same criteria or guidelines they used to review other basic grant applications. Coordinating the proposed Gateway projects with existing programs was also a prime criterion in 25 of the responding states. Other criteria were targeting certain geographic areas within the state (13 states), improving or expanding existing programs (11 states), and distributing funds evenly throughout the state (7 states). One state administrator indicated that criteria included a grant's potential to provide seed money to encourage private funding of literacy services in public housing.

In their specifications for Gateway Grant recipients, more than half of the responding states (24 states or 56 percent) required that services be conducted on-site in public housing. Fourteen of the responding states reported the requirement that only certified adult education

instructors provide instruction. Sixteen states required that grantees contribute a local match, at an average of 25 percent among the eight states supplying this information.

Local Grantees' Administration of Gateway Grant Projects

Grant Application

As noted previously, NLA requires that Gateway Grants funds go to PHAs, with the stipulation that the public housing authorities consult with one or more local adult education providers regarding programming and activities at the Gateway site. This federal requirement, coupled with the state requirements outlined above, ensured collaboration between PHAs and local adult education service providers. Evidence of this collaboration included joint development of grant applications. Forty-six grantees (41 percent of respondents) identified adult education service providers as the primary grant authors, while an additional 28 (25 percent) indicated that adult education providers were joint authors with the PHAs. Thirty-six grantees (31 percent) identified PHAs as the primary authors of Gateway applications

Funding

By grantee report, the average per-year funding from states for a Gateway Grant was $18,536, with grants ranging from $1,946 to $82,730. Although states made grants directly to PHAs, most of the PHAs kept little or none of the money, but rather passed the funds along to local adult education service providers. On average, PHAs turned over 73 percent of funding to literacy providers. Fifty-eight of the 103 local grantees who responded to the question reported that the PHA passed along all of the Gateway Grant funds it received. Twenty grantees indicated that the PHA retained all of the funds.

When PHAs retained grant funds, they did so to cover a wide range of operating and program expenses. In some cases, the PHA managed the program directly. Thus, for the 45 grants where respondents reported that the PHA retained some or all funds, 31 PHAs used part of the money for adult education instructors' salaries and 27 used some money for administrative personnel, both expenses associated with operating the Gateway project directly. Additionally, 39 PHAs used retained funds for materials and supplies, which could be a program-

related expense whether or not the PHA was providing direct services. PHAs also retained money to provide child care or transportation for students or for costs associated with publicizing the program. For the 45 PHAs retaining funds, Table 3 presents the percentage applying those funds to various expenses.

Table 3. Allocation of funds by PHAs that retained Gateway Grant funds

Expense category	Percent of PHAs allocating any funds to this expense category (n=45)
Material and supplies	87%
Adult education instructors' salaries	69%
Administrative personnel	60%
Publicity	33%
Child care	31%
Student transportation	24%
Facilities	22%
Excursions/field trips	13%
Security	4%

For 26 Gateway projects (23 percent of respondents), housing authorities made cash contributions to the project ranging from $300 to $19,815, with an average contribution of $6,130 for the 26 who contributed cash. Much more common were in-kind contributions to the Gateway project from PHAs. One hundred and seven grantees (96 percent) reported that the PHA provided some type of in-kind contribution. Table 4 lists the percentage of PHAs who made various in-kind contributions.

Table 4. In-kind contributions from public housing authorities

Contribution	Percent of PHAs contributing (n=112)
Facilities	87%
Publicity	73%
Administrative personnel	67%
Security	55%
Materials/supplies	54%
Child care	21%
Adult education personnel	4%

In addition to Gateway Grant funds and PHA contributions, 41 of the Gateway grantees (37 percent) reported that they had other sources of funding. Table 5 presents the percentage of all Gateway grantees who reported additional funding from the sources listed. Only two Gateway projects reported charging any fees for their services. One of these programs charged for GED testing and the other charged non-residents of public housing for the services they received.

Table 5. Additional funding sources

Funding source	Percent of projects receiving funding from this source (n=112)
Business/industry donations	11%
Individual private donors	11%
United Way or other charities	7%
Other federal funds (not ED)	6%
Other state funds (not SEA)	6%
Local government funds	5%
Foundations	5%

The previous tables detail some of the contributions PHAs and others have made to the Gateway program. In addition, local Gateway projects received a variety of services from local adult education service providers. Table 6 reports the percentage of grantees who indicated that their programs received the specific services listed from local providers.

Table 6. Services Gateway Grant projects received from local adult education service providers

Service	Percent of grantees receiving this service (n=112)
Student assessments	81%
Instructional materials/supplies	76%
Program consultations	70%
Instructors	67%
Student referrals	65%
Case consultations	62%
Volunteer referrals	56%
Supervision of PHA instructors	40%
Training of PHA instructors	35%

Staffing

As Table 7 indicates, individual Gateway projects typically used part-time instructors and other staff. Over three-fourths of all Gateway projects had only part-time instructors, and a third of the projects had only one part-time instructor on staff. Fourteen projects employed full-time instructors, and 15 projects employed a full-time administrative or clerical worker at their Gateway site. In addition, approximately one-third of the projects had either a counselor or an aide/tutor on staff. Because a large number of Gateway projects indicated that they provided some counseling services to their customers, it is likely that adult education instructors also functioned in counseling roles.

Table 7. Staff paid with Gateway Grant funds

Staff members	Number of projects	Percent of projects (n=112)
One part-time instructor	37	33%
Two or more part-time instructors	49	44%
One full-time instructor	12	11%
Two or more full-time instructors	2	2%
One counselor	24	21%
One part-time administrative/clerical worker	56	50%
One full-time administrative/clerical worker	15	13%
Part-time aides/assistants/tutors	16	14%

Publicizing Services

The most common way for Gateway Grant projects to promote their services was via brochures or flyers, which virtually every program used. Other common methods of announcing the availability of services were presentations at community meetings, posters, and announcements in newspapers. Thirty-three projects (30 percent of respondents) publicized the start-up of their activities by conducting an opening ceremony, and 32 published and distributed their own newsletters. Appendix C contains copies of promotional materials that provide examples of both the types of publicity employed by Gateway projects and the range of activities they have conducted.

Administrative and Operational Challenges

The fiscal arrangement specifying that AEA monies for Gateway Grants programs go directly to public housing authorities was the main administrative challenge cited by state administrators in response to the survey. As we describe in the sections below, a number of specific questions provided opportunities for state and local respondents to offer their perceptions

of the fiscal arrangement as well as hurdles they faced in starting up and operating Gateway projects.

Strengths and Weaknesses of Fiscal Arrangement

RTI researchers asked both state administrators and local Gateway grantees to indicate whether the fiscal arrangement, with grant funds going to PHAs, was a strength or a weakness. Respondents could select multiple responses from a list of statements delineating the possible strengths and weaknesses of the arrangement. These responses indicate whether the respondents viewed the funding structure positively or negatively. Table 8 presents the number and percentage of responses by state administrators and local grantees.

Across all responses, state administrators were nearly twice as likely to select responses describing the funding structure as a weakness (65 percent) than as a strength (35 percent). Of those state administrators who viewed the program funding structure negatively, the most common reasons were that local adult education service providers could better determine which services are needed at which sites (60 percent) and that giving money to the PHAs creates "middle men" who take a portion of the grant funds for administrative and other charges (49 percent). Of those state officials who described the structure of the program as a strength, the most common reason offered for this belief was that the arrangement encourages PHA staff to recruit participants and to offer facilities and other in-kind contributions (44 percent).

In contrast to the state administrators, local grantees were over four times as likely to select responses describing the funding structure as a strength (81 percent) than as a weakness (19 percent). The strength they selected most commonly was that the arrangement encourages PHA staff to recruit participants and offer facilities and other in-kind contributions, the same strength most often selected by state administrators. With 80 percent of local grantees selecting this item, however, they were almost twice as likely as state administrators to do so. Other strengths frequently selected by local grantees were that PHAs know the most effective local service providers with whom to team (59 percent) and that the arrangement fosters growth of a capacity within PHAs (53 percent). The most commonly identified weakness was that local service providers could better determine which service to provide at which sites, which was the weakness most commonly identified by state administrators as well, although local grantees selected that item at a much lower rate (16 percent versus 60 percent).

Table 8. Opinions regarding utility of funds going directly to PHAs

Assessment of funding structure	Number of responses by state administrators (n=43)	Percent of state administrators responding	Number of responses by local grantees (n=112)	Percent of local grantees responding
Strength				
PHAs know who among the local service providers work most effectively with residents	8	19%	66	59%
The current arrangement fosters growth of a capacity within PHAs	9	21%	59	53%
The current arrangement encourages PHAs to actively participate in the adult education program	19	44%	89	79%
Weakness				
PHAs do not know how best to choose a local service provider with which to collaborate	11	26%	10	9%
Local service providers could better determine which services to provide at which sites	26	60%	18	16%
Giving the money to PHAs creates 'middle men' who take a portion of the grant funds	21	49%	13	12%

Operational Challenges

Nearly half of the responding state administrators indicated that they had encountered problems with the start-up and operation of their state's Gateway Grants program. The most common problem they reported was that PHAs were not equipped or did not know how to manage the program. Other common problems included low numbers of participants in the program, staff turnover at the PHAs, the multiple needs of the population being served, and violence at some sites. State administrators typically addressed these difficulties by offering

technical assistance and staff training to the PHA staff, encouraging collaboration between PHAs and local adult education providers, and, in a few cases, closing sites or changing local grantees.

Gateway Projects' Activities and Customers

To assess the extent to which the Gateway Grants program has increased the provision of adult education services in public housing locations, RTI researchers asked state administrators of Gateway Grants and local grantees to compare the current availability of literacy services at public housing sites to the services available prior to the Gateway Grants program. The question posed to state officials inquired about the overall level of services at public housing throughout the state, while the question for local grantees addressed only the public housing site where they were currently providing services. Table 9 lists the response choices for the state administrators and shows the percentage of those who selected each response. Almost half of those who answered the question reported that the level of services had not changed. On the other hand, 29 percent reported that services were now available at more public housing sites and 16 percent reported that a wider variety of services was now available at public housing sites.

Table 9. Availability of literacy services in public housing before the Gateway program, per state administrators

Literacy services availability	Percent of state administrators choosing this response (n=38)
About the same level of literacy services was offered at public housing sites before and after the establishment of the Gateway Grants program	45%
Some services were offered, but not in as many public housing sites as is the case now	29%
Literacy services were offered in about the same number of public housing sites, but a wider variety of services is now available	16%
No services were offered on-site at public housing prior to the Gateway Grants program	8%
More literacy services were available at public housing sites prior to establishment of the Gateway Grants program	3%

The related question for local grantees regarding availability of services asked respondents to select among responses that compared the level of services currently available to the services available prior to the establishment of the Gateway Grant project at the public housing site where they were currently providing services. As the figures in Table 10 indicate, more than half of the respondents reported that no services were available at their location prior to the current Gateway project. An additional one-third reported that services were formerly available at a lower level.

Table 10. Availability of literacy services in specific public housing sites before the Gateway program, per local grantees

Literacy services availability	Percent of local grantees choosing this response (n=112)
No adult education services were offered on-site prior to our program	53%
Some services were offered, but not at the level available now	35%
About the same level of adult education services were available before as are available now -- only the funding sources have changed	4%
There were more adult education services available prior to obtaining Gateway Grant funding	1%
Our Gateway Grant program does not offer services at a public housing site	6%

The sections that follow describe the customers served by Gateway projects, the reasons PHA residents have chosen to attend these projects, the projects' specific activities, and the special achievements identified by Gateway project staff.

Customers Served

Policy makers designed the Gateway program to increase literacy services to public housing residents. Local grantees reported that two-thirds of their customers are first-time participants in adult education services. Specifically, the 81 grantees who reported these numbers for program year 1995 indicated that 2,108 of their 3,235 customers were first-time adult education participants.

In some cases, non-residents of public housing were served along with residents. Local Gateway grantees reported that, on average, 86 percent of participants in Gateway projects were public housing residents. Seventy-seven projects (69 percent) offered all their services on-site at public housing, and 35 projects (31 percent) had some activities at sites other than public housing. Typically, the activities not actually located at public housing were at sites adjacent to public housing, and thus easily accessible to public housing residents, or they were special activities that were funded by a Gateway project and to which the project provided transportation for residents.

The average Gateway project served 53 customers during program year 1995, according to the 104 local grantees who responded to that question. Approximately 80 percent of clients were female. Table 11 presents the race-ethnicity and age breakouts for the 100 projects that provided this information.

Table 11. Race-ethnicity and age of Gateway project customers, program year 1995

Characteristic	Percent of customers (n=100)
Race-ethnicity	
Asian or Pacific Islander	10%
Black, not of Hispanic origin	43%
Hispanic	9%
Native American	1%
White, not of Hispanic origin	37%
Age group	
16-24	31%
25-44	52%
45-59	12%
60 and older	4%

Sixty-seven grantees (60 percent of respondents) indicated that their Gateway project identified students with disabilities, although primary methods for determining disability were student self-report or teacher observation rather than formal evaluation. These projects served 1,004 individuals with disabilities in program year 1995. As Table 12 shows, of those Gateway

project participants identified as having a disability, by far the most common were those with learning disabilities.

Table 12. Category distribution of Gateway project customers with disabilities, program year 1995

Category of disability	Percent of all disabled customers (n=67)
Learning disability	43%
Attention deficit disorder	13%
Visual impairment or blindness	12%
Cognitive impairment or mental retardation	5%
Orthopedic disability	5%
Hearing impairment or deafness	4%
Mental illness	4%
Other	14%

Reasons Customers Participate in Gateway Projects

Gateway Grant directors were asked to explain why program participants chose to enroll in the Gateway project as opposed to another adult education program. Location was the most common answer to this open-ended question (which asked about enrollment, not persistence). Almost three-quarters of all respondents listed the convenient location of the Gateway classes as one of the main reasons students participated in the program. One-third of survey respondents also indicated that the provision of child care during class time was another important reason for client participation.

> "The students love the fact that the classes are held right in the building. The whole atmosphere is family oriented and very conducive to learning and supporting one another. The students are grateful not to have to travel to class. Some had tried and given up on ESL classes because it was too hard to get there."
>
> -- PHA director

Although convenient location and the availability of child care were the two most common responses, program directors mentioned other reasons why public housing residents chose Gateway projects. A number of directors described a non-threatening, comfortable atmosphere in these programs, with instructors who related well to customers. Many wrote of the "community" feel of the programs. As one public housing director put it, "Students meet and bond with people from their neighborhood. They are able to socialize with other adults."

Another reason cited for attendance in the Gateway project was the flexibility of the instruction, where class offerings can often be tailored to meet individual participants' needs and one-on-one instruction is frequently available. A program director related, "We offer a wide variety of educational settings -- one-to-one tutoring, center instruction, computer-aided instruction, small group tutoring -- which tends to suit just about every student need." Another stated, "Because of the wide range of materials available through Gateway Grant funding, students can be given individualized tutoring. Many women participate because tutoring can be done in-home." In addition, many Gateway project directors thought that the availability of support services, such as counseling, vocational information, and life skills assistance, kept participants in the program. As one director put it, "[Gateway participants] receive case management services to keep them on track and motivated."

> "The atmosphere of 'campus life' generates enthusiasm. The classes are 'right next door' and convenient. Child care is provided. The residents enjoy attending class with their own neighbors, in their own neighborhood. There is less stress and pressure, less threat of violence, and more freedom to flex the schedule to meet the needs of the residents. Our schools were created for our residents, and they appreciate them! All ages feel welcome, because we stress that it's never too late to learn!"
>
> -- Community service coordinator at a PHA

Specific Services

Gateway projects offered an average of 18 hours per week of adult education instruction, with a range from two hours to 54 hours, according to the 106 local grantees who provided information about hours of instruction. Most Gateway projects focused their instruction on one or more specific themes. Ninety percent of projects included a focus on life skills instruction, 77

percent had a family literacy focus, 71 percent taught social skills, and 68 percent covered pre-vocational skills.

In addition to academically oriented adult education instruction, a large majority of Gateway projects reported that they provided additional services. Table 13 presents the percentage of Gateway projects that provided various services.

Table 13. Additional services offered by Gateway projects

Service	Percent of programs offering (n=112)
Graduation or other ceremonies for program participants	74%
Parenting education	66%
Tutoring or homework assistance for school children	53%
Lending library	44%
Early childhood education	42%
Newsletters/newspapers with articles from residents	42%
Parent/children reading groups	36%
Reading groups for adults	33%
Bookmobile or literacy van	7%

The descriptions of Gateway projects' achievements in the following section provide additional information about the type of instruction and services projects have offered.

Project Achievements

Gateway Grant project directors offered a variety of anecdotes about the achievements of their projects and the accomplishments of their students. Reports of Gateway Grant participants' improving their skills and expanding their job opportunities were common. One Gateway project director wrote that 14 of 15 Gateway GED graduates had started jobs since completing the program. Another told of a student who was painfully shy when she entered the Gateway program but who over the course of the year gained sufficient skills and self-confidence to be the

speaker at the class's GED graduation ceremony. Frequently cited examples of student achievement included the following:

- becoming employed
- receiving a GED
- beginning postsecondary education
- learning or improving English
- increasing self-esteem and confidence
- improving parenting skills
- learning to pay one's own bills
- becoming more involved in the community
- learning to read
- learning computer skills
- obtaining a library card
- developing the ability to help children with their homework.

Project directors wrote of Gateway students' increasing their participation in the community, including ESL students whose improved language abilities allowed them to interact with a wider range of community organizations, such as their children's schools. One adult education provider stated, "The Gateway students participated in a research study viewing and commenting on a series of video tapes called 'Parents as Reading Partners' that is in development as a 353 project. Capping the research was a trip to the local Barnes and Noble Bookstore to select a hardbound children's book that the store gift wrapped for Christmas."

> "Two students of five who passed the GED entered college and one GED graduate stayed until the program year ended in order to tutor. One GED graduate established her own business. She has a van and created a taxi service to shuttle passengers to and from the correctional institutions."
>
> -- Gateway Grant program director

Because the Gateway classes generally take place in residential areas, the program can facilitate participant involvement in activities that would be more difficult to accomplish in other settings. For example, many of the on-site Gateway projects have special activities for children and for families. One public housing director wrote, "Many of our parents are deficient with the

educational background to help their children prepare for school the next day. We spend many hours with their children in homework help. This is accomplished with student volunteers from the local high school. The Gateway Grant only pays the teacher's wages as the coordinator of the facilities. Supplies have been purchased with HUD funds and donated by business and civic clubs." Another project director recounted that their Gateway project was able to offer a "hands-on cooking class including nutrition, basic food groups, quick and easy recipes, and eye appeal (especially for encouraging children to eat more vegetables). Participants did some of the cooking (microwave and stove top). These sessions brought in many more participants, who learned reading and math skills as well as interaction and participation."

> "Our Gateway Grant program helped establish the 'computer commuter' program, which is a mobile computer lab housing 10 networked computers. We have found the best use of the lab to be in conjunction with other area adult education programs. We supply a large part of the educational component while the collaborating agencies provide child care, transportation, counseling, classrooms, and other services."
>
> -- PHA director

According to reports from Gateway directors, a number of projects have worked to coordinate their Gateway services with other community organizations. In many cases, having both an adult education provider and the public housing authority involved in the project led to collaborative opportunities. A director of an adult education and community center described how the Gateway project had encouraged her to collaborate with the public housing authority employees, who were able to provide detailed information about the needs and interest of the public housing residents. For example, the resident managers of the PHA let her know that the residents were interested in programming about conflict resolution and leadership skills. She was able to arrange for workshops on these topics and concluded, "These sessions were informative and hands-on, with residents of all educational levels. Participants gained self-confidence and self-esteem, and several enrolled in ABE and GED classes." In another case, a PHA and a local service provider worked together to organize a job fair on-site for Gateway project participants.

> "Our Gateway project has recruited students who participate in a PHA-sponsored FSS (Family Self Sufficiency) program. The program provides housing vouchers, counseling, support, and additional services that support the residents while they are attending academic classes. The collaboration between the Gateway project and the FSS project has resulted in better retention and completion."
>
> --Director of local adult education program

The survey format does not allow definitive conclusions regarding how extensive or successful these types of collaborative activities were. Nevertheless, these anecdotes are examples of partnerships fostered by the structure of the Gateway Grants program, which requires collaboration between public housing authorities and local adult education providers.

Needs Assessment and Evaluation

Seventy-four Gateway grantees (66 percent of respondents) indicated that they had conducted a needs assessment among the public housing populations they served. Frequently reported instructional needs included the following:

- reading or general literacy
- GED
- ABE
- ESL
- employment or vocational skills
- parenting skills
- math skills.

Twenty-eight percent of those who had conducted a needs assessment reported that reading or general literacy was the most important need, while 24 percent listed GED instruction as most pressing.

Evaluation activity occurred at both the state and local levels. Thirty-three state administrators indicated that an official from the state's adult education office had at some point visited the Gateway Grant sites in their state. The primary purposes of those visits were to monitor program compliance and to offer technical assistance. In addition to these visits, 28 state administrators reported that their adult education office had conducted an evaluation of some or all of their state's Gateway projects. In 24 of these states, the evaluation was part of a standard evaluation of local adult education programs throughout the state. In only four responding states was a special evaluation conducted of Gateway projects. Most evaluations (23) were conducted by state adult education office personnel.

Almost all local Gateway grantees also indicated that they had conducted some type of evaluation of their project. Eighty-eight percent of all respondents reported that their evaluation activities considered customer feedback, 87 percent used staff feedback, 80 percent tracked outcome indicators such as changes in student achievement levels or GED attainment rates, and 76 percent tracked process indicators such as number of participants or number of activities.

Ninety-three Gateway grantees (83 percent) reported using evaluation data to improve their services. Specific uses of evaluation data included

- increasing linkages with other organizations to enhance outreach,
- adding more job readiness instruction and materials,
- developing capacity to serve ESL students,
- adding counseling,
- applying for a family literacy grant to add parenting education and parent and child activities,
- replacing a teacher's aide with a certified teacher,
- increasing instruction time for life skills,
- changing administrative procedures,
- making private space available for testing,
- expanding hours,
- establishing a mentoring program,
- obtaining more audio-video learning material, and
- using whole-math strategies and techniques.

> "The program in the earlier stages had fewer participants. Tenants were asked feedback on services wanted and they responded with a need for computer skills. We then began offering computer courses, and attendance has increased."
>
> -- Literacy coordinator at a PHA

> "I've met with other Housing Authority personnel and have gotten new ideas for ways to develop the program, publicize it, and to develop a survey."
>
> -- Resident programs coordinator at a PHA

Conclusions

In this section, we first present the study's conclusions regarding the effects of the Gateway Grants program, then present respondents' recommendations for the Gateway program.

Study Conclusions

Findings from our review of the states' activities under the NLA-mandated Gateway program indicate that the program has encouraged states to fund adult literacy services through public housing authorities. Where Gateway projects have been funded, the projects report success at reaching their target audiences of PHA residents. Many state officials are unenthusiastic about the program, however, citing in particular the inefficiencies associated with passing money through PHAs to literacy providers.

In the paragraphs below, we present specific conclusions within the framework of the study's research questions.

- *How do states decide how much funding to allocate statewide to Gateway Grants?*

  Most states allocated small portions of their federal AEA funds and almost none of their state adult education funds to Gateway Grants. The factors that led administrators in these states to set aside a relatively small proportion of funds for Gateways included beliefs that (1) public housing residents were already served by literacy providers, (2) Gateway funding should be at levels that interfere minimally with the funding to other adult education providers, and (3) interest among potential grantees was low. Only three states indicated that the most important factor influencing the level of funding was that public housing residents were inadequately served.

- *How do states decide to whom and at what level to award individual Gateway Grants?*

  Nearly three-fourths of state adult education offices used the same criteria or guidelines for evaluating and awarding Gateway Grants as they used to review other basic grants to local providers. Other considerations included coordinating the proposed Gateway projects with

existing local projects, targeting certain geographic areas within the state, improving or expanding existing programs, and distributing funds evenly throughout the state.

- *Who are the Gateway Grant service providers?*

The AEA, as amended, requires Gateway Grant funds to go to PHAs with the stipulation that the public housing authorities consult with one or more local adult education providers regarding programming and activities at the Gateway site. In practice, PHAs have relied heavily on local adult education providers in developing and administering Gateway projects. The application process reflects this reliance in that two-thirds of grantees named adult education service providers as the primary grant authors or joint authors with PHAs. More important, PHAs have passed through over three-quarters of grant funds to adult education providers, with 60 percent of responding local grantees indicating that the PHA passed through all of the Gateway Grant funds it received and only 21 percent indicating that PHAs retained all of the funds.

- *How and where are services provided?*

Gateway projects were staffed largely by part-time employees. Over three-fourths of all Gateway projects had only part-time instructors, and a third of the projects had only one part-time instructor on staff. Fourteen projects employed full-time instructors, and 15 projects employed a full-time administrative or clerical worker at their Gateway site. In addition, approximately one-third of the projects had either a counselor or an aide/tutor on staff. Most projects offered all their services on-site at public housing, although almost one-third had some activities at sites other than public housing. Typically, the activities that were not located at public housing were at sites adjacent to public housing.

- *Whom are Gateway Grant projects serving?*

Gateway projects served an average of 50 customers per year. On average, 86 percent of customers were public housing residents, and 65 percent were first-time participants in adult education services. Approximately 80 percent were female, 43 percent were black, and 37 percent were white. More than half of the customers were in the 25-44 years age group.

- *What innovations and progress can states identify related to Gateway Grant projects?*

Gateway Grant project directors offered anecdotal evidence of the achievements of their projects and the accomplishments of their students. Reports of Gateway Grant participants' improving their skills and expanding their job opportunities were common. Frequently cited examples of student achievement included becoming employed, receiving a GED, beginning postsecondary education, learning or improving English, and increasing self-esteem and confidence. In addition, Gateway project directors wrote of Gateway students' increasing their participation in the community, and many projects reported success coordinating their Gateway services with other community organizations.

- *What problems have states encountered in attempting to establish Gateway Grant projects, and how have they addressed these problems?*

Nearly half of the responding state administrators indicated that they had encountered problems with the start-up and operation of their state's Gateway Grants program. The fiscal arrangement specifying that AEA monies for Gateway Grants programs go directly to public housing authorities was the main administrative challenge cited by state administrators, who were nearly twice as likely to describe this funding structure as a weakness than as a strength. Other common problems included low numbers of participants in the program, staff turnover at the PHAs, the multiple needs of the population being served, and violence at some sites. State administrators typically addressed these difficulties by offering technical assistance and staff training to the PHA staff, encouraging collaboration between PHAs and local adult education providers, and, in a few cases, closing sites or changing local grantees.

- *What activities are states conducting to evaluate their Gateway Grant projects?*

Nearly two-thirds of state administrators reported that their adult education office had conducted an evaluation of some or all of their state's Gateway projects. In 24 states the evaluation was part of a standard evaluation of local adult education programs throughout the state. Only four responding states conducted a special evaluation of Gateway projects. State adult education office personnel conducted most evaluations. Over three-fourths of responding state administrators also indicated that an official from the state's adult education office had at some point visited the Gateway Grant sites in their state. The primary purposes of those visits were to monitor program compliance and to offer technical assistance.

In addition to these state evaluations, almost all local Gateway grantees indicated that they had conducted some type of evaluation of their project. Two-thirds of the grantees responding to the survey also indicated that they had conducted a needs assessment among the public housing populations they served. Frequently reported instructional needs included reading or general literacy, GED, ABE, ESL, employment or vocational skills, parenting skills, and math skills.

- *What participant outcomes have Gateway Grant projects achieved?*

Gateway grantees reported that their evaluation activities considered process indicators, such as number of participants or number of activities, and outcome indicators, such as changes in student achievement levels or GED attainment rates. We did not ask grantees, however, to provide data documenting specific outcomes. As noted above, Gateway project directors did provide numerous anecdotes of successful student outcomes, including employment, GED attainment, citizenship attainment, community involvement, and improved parenting skills.

Respondents' Recommendations

Questionnaires for both state administrators and local grantees asked for recommendations for improving the guidelines or requirements for the Gateway Grants program. Most respondents used this question as an opportunity to comment on the overall program. The contrast between responses received from state administrators and local grantees was striking. It reflected the same differences between the two groups that were apparent in response to the questions of whether the designation that Gateway Grant monies go directly to public housing authorities is a strength or a weakness of the program and whether the availability of literacy services to public housing residents had increased since the establishment of the Gateway Grants program.

Overall, in their recommendations for change, the state administrators were much more likely than Gateway Grantees to indicate dissatisfaction with the Gateway program. Thirty-three state administrators recommended changes. An overwhelming

> "Eliminate micro-management. We are committed to serving residents of public housing and are capable of figuring out the best ways of doing so here."
>
> --State Administrator

majority (25) of those with specific recommendations suggested elimination of the Gateway Grants set-aside requirement. One administrator wrote, "Discontinue! This was an ill conceived set-aside. This population should simply have been a prioritized population." Another recommended eliminating Gateway Grants and, alternatively, that "ABE funding go to local adult basic education programs with provisions that public housing authority clients be served. Gateway Grant requirements just created another administrative level cost which could be better used for direct services to adults." Another recommended set asides for specific purposes, such as staff development or evaluation, rather than for specific populations.

Six other state administrators did not recommend eliminating Gateway funding but suggested providing the funding to organizations other than PHAs, such as LEAs or local literacy providers, or requiring a partnership between a PHA and a local provider. These 31 respondents who did not believe the program should continue in its current format represented 94 percent of the state administrators with specific recommendations for changes in the Gateway program and 72 percent of all respondents to the State Administrator Questionnaire.

In contrast, only 43 of the 112 respondents to the Local Grantees Questionnaire recommended changes in the program. Not surprising, more than half (24) of those offering suggestions recommended more funding. Two respondents specified more funding for child care and transportation. Two others recommended extending the period of funding for individual grants, which federal legislation limits to two years, to provide more stability. The director of adult education at a community college collaborating with a PHA wrote, "This is an effective program if administered effectively. If we had the opportunity to continue with this grass roots effort, the program would grow and grow. A longer length or duration of the grant period would benefit all participants."

> "We have been successful with adult literacy in our community, using Gateway funds prudently and soliciting support from private donors. There is still more, however, that can be done to improve literacy in public housing. We want to improve and become even more effective, but, at this point, we need more manpower and more materials to be able to grow."
>
> -- Local grantee

Fifteen local grantee respondents (35 percent of those with recommendations) recommended that the Gateway Grants go directly to local service providers with requirements that the funds be used for public housing residents. All 15 of these respondents were local service providers who had been asked by a PHA to complete the questionnaire. One wrote, "It may be helpful for community-based agencies to apply directly for Gateway Grants as long as they are collaborating clearly with the Housing Authority. In our case, since the Housing Authority passes the entire grant through to us, it is just an added layer of paperwork for them. My agency could easily manage this grant."

> "Funding to the local service provider would simplify the process. In our situation [the PHA] was basically just a partner in name. The only assistance they gave was names of residents, distribution of fliers, and a room for one promotional meeting."
>
> -- Local grantee

Only one respondent to the Local Grantees Questionnaire recommended eliminating the Gateway set aside. He suggested that the funds be a part of the general adult education allocation because "collaboration between housing authorities and local providers has always been encouraged and can be fostered in the absence of a special Gateway program" and "the Gateway project has created another level of administration that only reduces the direct services to students." Three respondents recommended greater local control over the funds or greater flexibility in spending. One PHA official wrote, "The funds are so controlled by the state office of education that our hands are tied by unnecessary policy and we have money left at the end of the year."

In general, local Gateway grantees -- whether PHA employees or adult education service providers -- were much more enthusiastic about the program than were state-level adult education administrators. Local grantees cited numerous accomplishments of their projects and believed the program had increased the availability of literacy services to public housing residents. In contrast, state administrators tended to view the program negatively, regarding the funding structure as administratively difficult and wasteful. For the most part, they contended that the Gateway program had not increased the level of adult education services targeted for those living in public housing.

Appendix A

Adult Education Act, as amended
Section 322(a)(3)(A-B)

Excerpt from the ADULT EDUCATION ACT (P.L. 100-297) as Amended by the NATIONAL LITERACY ACT OF 1991 (P.L. 102-73)

PART B -- STATE PROGRAMS

SUBPART 1 -- BASIC STATE GRANTS

Section 322. Use of Funds; Local Applications

(a) Use of Funds --

(3) (A) Grants to States provided under this section shall also be used for competitive 2-year grants to public housing authorities for literacy programs and related activities. Any public housing authority that receives a grant under this subparagraph shall consult with local adult education providers in conducting programs and activities with assistance provided under the grant. Any grant provided under this subparagraph shall be referred to as a 'Gateway Grant'.

(B) The Secretary shall, not less often than every 2 years, evaluate any grants made under this paragraph and report the results of such evaluation to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate.

Appendix B

State Administrators Questionnaire
Local Grantees Questionnaire

OMB Number: 1875-0115

Expiration Date: 12/31/95

GATEWAY GRANTS SURVEY

STATE ADMINISTRATORS QUESTIONNAIRE

U.S. Department of Education
Contract Number LC920-080-01, Task 17

Survey Conducted by:

Research Triangle Institute
Center for Research in Education
P.O. Box 12194
Research Triangle Park, NC 27709-2194

The time required to complete this information collection is estimated to vary from 30 to 90 minutes per response, with an average of 60 minutes per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: SLRC/Gateway Project Director, RTI--CRE, P.O. Box 12194, RTP, NC 27709.

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GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The purpose of this questionnaire is to help us understand how states are implementing the Gateway Grants program. Because the Gateway Grants program is relatively new, we have focused our study on gathering information useful for descriptive, rather than evaluative, purposes. U.S. Department of Education and other officials will be able to use this information to enhance the quality of program-sponsored activities and services. We very much appreciate your assistance in this important effort.

1. *Please complete the entire form--do not leave any empty spaces on the questionnaire except for those questions you are directed to skip.*

2. *Most questions provide a printed set of answers. For questions requiring a single response, please write the number for the appropriate answer in the box provided. For questions where multiple responses are possible, circle "01" for "Yes" or "02" for "No" next to each printed response.*

3. *If your response to a question is zero or none, enter "0" or "None" instead of leaving the answer blank.*

4 *If you do not have the information needed to answer a question or if the question is not applicable to you, enter "NA."*

5. *Please provide any explanatory or qualifying information that you believe will assist us in obtaining accurate data.*

6. *Please mail your completed questionnaire to Research Triangle Institute using the postage paid envelope that we have provided.*

7. *If you have questions about this questionnaire, call Tom Fiore or Kimberly Reynolds at Research Triangle Institute (1-800-334-8571).*

A. FUNDING

1. **In the table below, please list the level of funding your state has allocated to the Gateway Grants program each year, the percentage of your federal AEA funds this represents, and the percentage (if any) of state adult education funds allocated to Gateway Grants.**

Program year	No. of *new* Gateway Grants funded	No. of *continuation* Gateway Grants funded	Total $ amount allocated to Gateway Grants	% of federal AEA funds allocated to Gateway Grants	% of state adult educ. funds allocated to Gateway Grants
a. PY 1992-93					
b. PY 1993-94					
c. PY 1994-95					
d. PY 1995-96					

2. **What factors most strongly influenced the decision as to how much funding to allocate to Gateway Grants?** *(Rank all that apply, with 1=most important.)*

_____ a. This level of funding was similar to what other states were doing
_____ b. This level was the minimum that could have an impact
_____ c. This level was the maximum that would not disrupt other programs
_____ d. Public housing residents were already served by adult education providers
_____ e. Public housing residents were inadequately served by adult education providers
_____ f. This level was influenced by the low interest among potential grantees
_____ g. This level was influenced by the high interest among potential grantees
_____ h. Other (***Please specify***)_____

3. **For program year 1994-95, what was the average cost per participant in your Gateway Grant program?**

$_____

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4. For program year 1994-95:

4a. What was your average *basic grant* from federal and state sources to *all* local providers in your state, excluding Gateway Grants?

$ _____

4b. What was your average *basic grant* from federal and state sources to *new* local providers in your state, excluding Gateway Grants?

$ _____

4c. What was the average cost per participant in your *basic grant program*, excluding Gateway Grants?

$_____

B. Grants Process

5. Which of the following methods were used initially to communicate to potential applicants the availability of Gateway Grant funds?

Yes	No		
01	02	a.	Word of mouth or other informal means
01	02	b.	General announcement to state or local adult education providers
01	02	c.	General announcement to public housing authorities
01	02	d.	Special invitation to specific adult education providers or public housing authorities
01	02	e.	Notice of intent to assign or allocate funds
01	02	f.	Other (***Please specify***)_____

6. Which of the following were criteria or guidelines used for awarding Gateway Grants?

Yes	No		
01	02	a.	Same criteria or guidelines used to review other basic grant applications
01	02	b.	Even distribution of funds throughout the state
01	02	c.	Targeting of certain geographic areas or communities based on need for services
01	02	d.	Coordination with existing programs
01	02	e.	Improvement or expansion of existing promising programs
01	02	f.	Seed money to encourage private funding of literacy programs in public housing
01	02	g.	Other (***Please specify***)_____

7. **In awarding Gateway Grants, did the state establish any of the following specifications for grant recipients?**

Yes	No		
01	02	a.	Services must be provided on-site in public housing
01	02	b.	Instruction must be provided by certified adult education instructors
01	02	c.	A public housing authority must apply for grant funds in collaboration with (or they must pass money through to) an adult education service provider whose staff will actually provide the instruction
01	02	d.	A public housing authority must provide instruction directly with staff under contract to or on the payroll of the PHA
01	02	e.	Grantees must provide local match (at _____%)
01	02	f.	Other (***Please specify***)_____

8. **How many public housing authorities in your state are eligible for funding under the Gateway Grant regulations?** _____

9. **How many Gateway Grant *new* applicants and how many *continuation* applicants did you have for the following program years?**

Program year	No. of applicants for *new* grants	No. of applicants for *continuation* grants
a. PY 1992-93		
b. PY 1993-94		
c. PY 1994-95		
d. PY 1995-96		

10. **Do you think that public housing authorities in your state have been insufficiently interested in applying for Gateway Gate funds?**

01 Yes
02 No ☞ If No, go to question 12.

11. **Please explain the reasons for the low interest and describe the effort your agency made to solicit applicants.**

_____

_____

_____

_____

_____

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12. Please give the name, title, and department of the individual who serves as the state adult education office's chief coordinator of the Gateway Grants program.

Name: _____

Title: _____

Department: _____

Phone Number: _____

12a. Approximately what percentage of her or his working time is devoted to Gateway Grant responsibilities? _____

C. Services and Activities

13. Prior to establishment of the Gateway Grants program in the National Literacy Act of 1991, were literacy services offered in your state's public housing? ***(Enter only <u>one</u> response in box.)***

☐

1. No services were offered on-site at public housing sites
2. Some services were offered, but not in as many public housing sites as is the case now
3. Literacy services were offered in as many public housing sites, but a wider variety of services is now available
4. About the same level of literacy services was offered at public housing sites before and after establishment of the Gateway Grant program
5. More literacy services were available at public housing sites prior to establishment of the Gateway Grants program

14. **Is it *a strength* or *a weakness* that Gateway Grant monies are designated to go directly to public housing authorities—as opposed to going to local service providers with the requirement that they use these funds to provide services to public housing residents?** *(Check all that apply.)*

_____ a. *A strength* because PHAs know who among the local service providers work most effectively with public housing residents and, thus, when applying for the grant, can choose to collaborate with the best provider for their residents

_____ b. *A strength* because the current arrangement fosters growth of a capacity within PHAs, whose staff know the public housing community best, to provide literacy and adult education services directly

_____ c. *A strength* because the current arrangement encourages PHAs to actively participate in the adult education program by recruiting participants, coordinating with other services, and providing facilities and other in-kind contributions

_____ d. *A weakness* because PHAs do not know how best to choose a local service provider with which to collaborate

_____ e. *A weakness* because local service providers, who are more familiar than PHAs with literacy and adult education needs, could better determine which services to provide at which sites

_____ f. *A weakness* because giving the money to PHAs creates "middle men" who take a portion of the grant funds for administrative and other charges

_____ g. Other ***(Please specify)*** _____

_____

15. **Approximately how many individuals received literacy services through Gateway Grant programs for the following program years?**

a. PY 1992-93: _____

b. PY 1993-94: _____

c. PY 1994-95: _____

16. **For each program year, how many of the above individuals were:**

	PY 1992-93	PY 1993-94	PY 1994-95
Gender:			
a. Female			
b. Male			
Race/ethnicity:			
c. Asian or Pacific Islander			
d. Black, not of Hispanic origin			
e. Hispanic			
f. Native American			
g. White, not of Hispanic origin			
h. Other _____			
Age group:			
i. 16-24			
j. 25-44			
k. 45-59			
l. 60 and older			

17. **How many of the above individuals were first-time participants in adult education programs?**

a. PY 1992-93 _____ b. PY 1993-94 _____ c. PY 1994-95 _____

18. **How many of the above individuals did <u>not</u> speak English as a primary language?**

a. PY 1992-93 _____ b. PY 1993-94 _____ c. PY 1994-95 _____

19. **How many of the above individuals were enrolled at the following educational functional levels:**

Functional Level	PY 1992-93	PY 1993-94	PY 1994-95
a. Beginning ABE			
b. Beginning ESL			
c. Intermediate ABE			
d. Intermediate ESL			
e. Advanced ESL			
f. ASE			

20. **For each program year, please list the average attendance hours for students in Gateway Grant programs and the average attendance hours for students in other adult education programs.**

Programs	PY 1992-93	PY 1993-94	PY 1994-95
a. Gateway Grant			
b. Other Adult Education			

D. Monitoring and Evaluation

21. Have you encountered any problems or difficulties in administering your state's Gateway Grants program?

01 Yes
02 No ☛ If No, go to question 24.

22. What problems or difficulties have you encountered?

_____

_____

_____

_____

_____

23. How have you addressed these problems?

_____

_____

_____

_____

_____

24. Have state adult education officials visited Gateway Grant projects?

01 Yes
02 No ☛ If No, go to question 26.

25. What were the purposes of those visits?

_____

_____

_____

_____

26. Has the state adult education office evaluated any or all of your state's Gateway Grant projects?

01 Yes
02 No ☞ If No, go to question 31.

27. Were these evaluations part of your evaluation of other local programs, or did you develop a special evaluation for Gateway Grant programs? (*Enter only <u>one</u>*.)

☐

1. We evaluated Gateway Grant programs in conjunction with other local programs
2. We conducted a special evaluation for Gateway Grant programs

28. Who conducted the evaluation? (*Enter only <u>one</u>*.)

☐

1. Your agency staff
2. Independent evaluator
3. State advisory council on adult education and literacy
4. Other (***Please specify***)_____

29. Did your evaluation include looking at results?

01 Yes
02 No ☞ If No, go to question 31.

30. If your evaluation included looking at results, which of the following outcome indicators did you use?

Yes	No		
01	02	a.	Student outcome measures (e.g., GED attainment, rate of student advancement to higher levels in the adult education program)
01	02	b.	Capacity building measures (e.g., increases in services)
01	02	c.	Participant/customer satisfaction measures
01	02	d.	Other (***Please specify***)_____

31. Would you recommend any changes in federal guidelines or requirements for the Gateway Grants program?

01 Yes
02 No ☛ If No, go to question 33.

32. What changes would you recommend?

_____

_____

_____

_____

_____

_____

33. Who completed this questionnaire?

a. Name: _____

b. Title: _____

c. Organization: _____

d. Address: _____

_____

e. Telephone No.: _____

f. Today's date: _____

Please use the enclosed postage-paid envelope to return this questionnaire and any attachments to:

Research Triangle Institute
Center for Research in Education
ATTN: Kimberly Reynolds
P.O. Box 12194
Research Triangle Park, NC 27709-2194

OMB Number: 1875-0115 Expiration Date: 12/31/95

GATEWAY GRANTS SURVEY

LOCAL GRANTEES QUESTIONNAIRE

U.S. Department of Education
Contract Number LC920-080-01, Task 17

Survey Conducted by:

Research Triangle Institute
Center for Research in Education
P.O. Box 12194
Research Triangle Park, NC 27709-2194

The time required to complete this information collection is estimated to vary from 60 to 120 minutes per response, with an average of 90 minutes per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: SLRC/Gateway Project Director, RTI--CRE, P.O. Box 12194, RTP, NC 27709.

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GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The purpose of this questionnaire is to help us understand how individual Gateway Grant projects are operating. Because the Gateway Grants program is relatively new, we have focused our study on gathering information useful for descriptive, rather than evaluative, purposes. U.S. Department of Education and other officials will be able to use this information to enhance the quality of program-sponsored activities and services. We very much appreciate your assistance in this important effort.

1. *Please complete the entire form--do not leave any empty spaces on the questionnaire except for those questions you are directed to skip.*

2. *Most questions provide a printed set of answers. For questions requiring a single response, please write the number for the appropriate answer in the box provided. For questions where multiple responses are possible, circle "01" for "Yes" or "02" for "No" next to each printed response.*

3. *If your response to a question is zero or none, enter "0" or "None" instead of leaving the answer blank.*

4 *If you do not have the information needed to answer a question or if the question is not applicable to you, enter "NA."*

5. *Please provide any explanatory or qualifying information that you believe will assist us in obtaining accurate data.*

6. *Please mail your completed questionnaire to Research Triangle Institute using the postage paid envelope that we have provided.*

7. *If you have questions about this questionnaire, call Tom Fiore or Kimberly Reynolds at Research Triangle Institute (1-800-334-8571).*

A. Organization and Administration

1. **How are adult education services provided under your Gateway Grant?** (***Enter only one response in box.***)

☐

1. A public housing authority has established and manages the program directly
2. A public housing authority has sub-granted its Gateway funds to an existing local adult education service provider who has established and manages the program
3. A public housing authority and an existing local adult education service provider jointly established and manage the program
4. Other ***(Please explain)*** _____

_____

2. **With which local adult education provider(s) does a PHA consult or contract to provide direct services?**

Contact person: _____

Organization: _____

Address: _____

_____

Telephone Number: _____

Contact person: _____

Organization: _____

Address: _____

_____

Telephone Number: _____

3. **Which of the following direct services or consultation does the Gateway program receive from local adult education service providers?**

Yes	No		
01	02	a.	Instructors paid by the local service provider
01	02	b.	Instructional materials/supplies
01	02	c.	Training of instructors who are paid by the public housing authority
01	02	d.	Ongoing supervision of instructors who are paid by the PHA
01	02	e.	Student assessments
01	02	f.	Case consultation
01	02	g.	Program consultation
01	02	h.	Student referrals
01	02	i.	Volunteer referrals
01	02	j.	Other (***Please specify***)_____

4. **What percentage of Gateway Grant funds does the public housing authority pay to local adult education service providers for direct services, consultation or other support services?** _____**%** ***(If 100%, go to question 6.)***

5. **Does the PHA use the Gateway Grant funds that it retains for the following?**

Yes	No		
01	02	a.	Facilities
01	02	b.	Administrative personnel
01	02	c.	Adult education instructors' salaries
01	02	d.	Materials/supplies
01	02	e.	Publicity
01	02	f.	Security
01	02	g.	Child care
01	02	h.	Student transportation
01	02	i.	Other (***Please specify***)_____

6. **Who was the primary author of your application for Gateway Grant funding?** ***(Enter only <u>one</u>.)***

☐

1. A public housing authority
2. A local adult education service provider
3. A PHA and local service provider together
4. A contracted grant writer
5. Other (***Please specify***)_____
6. The Gateway Grant award did not require an application

7. **What type of community does your Gateway project serve? (*Enter only <u>one</u>.*)**

☐

1. Urban area with a population of 100,000 or more
2. Urban area with a population of less than 100,000
3. Suburban area
4. Rural area
5. Other (***Please specify***)_____

8. **Approximately what percentage of students served through your Gateway Grants program are public housing residents?** _____%

9. **Does your Gateway Grants program fund services at sites other than public housing?**

01 Yes
02 No ☛ If No, go to question 11.

10. **Are public housing residents served at off-site locations in the following ways?**

Yes	No		
01	02	a.	Gateway Grant funds support a site adjacent to public housing, which is readily accessible to public housing residents
01	02	b.	Gateway Grant funds provide transportation for public housing residents to attend off-site programs
01	02	c.	Gateway Grant funds provide special assistance (for example, special classes, tutoring, counseling, child care) to public housing residents who participate in educational programs at other sites
01	02	d.	Other (***Please specify***)_____

11. **How many persons are paid, at least in part, out of Gateway Grant funds (either directly by a PHA or through subcontract)?**

Position	No. of part-time employees	No. of full-time employees	Total FTE
a. Instructor/teacher			
b. Counselor			
c. Recruiter			
d. Administrator			
e. Clerical			
f. Other _____			

12. With regard to teacher certification, how many persons (either paid or volunteer) providing instruction in your Gateway program fall into the following categories:

		Paid	Volunteer
a.	State certification in adult education	_____	_____
b.	State certification in an education field other than adult education	_____	_____
c.	No state certification but formal training in adult education	_____	_____
d.	No state certification but formal training in an education field other than adult education	_____	_____
e.	No state certification and no formal education training	_____	_____

B. FUNDING

13. Please list the dollar amount of all Gateway Grants you have received and the effective period of funding.

Dollar amount of grant	Period of funding
_____	_____
_____	_____
_____	_____
_____	_____

14. In addition to the Gateway Grant funds provided by the state, does a public housing authority make any cash contributions to the Gateway project?

01 Yes ☛ If Yes, please give dollar amount of yearly contribution: $_____.
02 No

15. Does a public housing authority make any in-kind contributions to the Gateway project?

01 Yes
02 No ☛ If No, go to question 17.

16. Does a PHA make the following types of in-kind contributions?

Yes	No		
01	02	a.	Facilities
01	02	b.	Administrative personnel
01	02	c.	Adult education personnel
01	02	d.	Materials/supplies
01	02	e.	Publicity
01	02	f.	Security
01	02	g.	Child care
01	02	h.	Other (***Please specify***)_____

17. Does your Gateway Grant program have any sources of funding besides the Gateway funds or PHA contributions?

01 Yes
02 No ☞ If No, go to question 19.

18. From which of the following other sources does your Gateway program receive funding?

Yes	No		
01	02	a.	Foundations
01	02	b.	Individual private donors
01	02	c.	United Way or other charities
01	02	d.	Business/industry donations
01	02	e.	Local government funds
01	02	f.	Other (***Please specify***)_____

19. How did you first learn of the availability of Gateway Grant funds? (*Enter only one*.)

☐

1. From another local adult education provider or local public housing authority
2. Through a general announcement from state public housing officials
3. Through a general announcement from state adult education officials
4. Through a notice from state officials of intent to assign or allocate funds
5. Other (***Please specify***)_____
6. Don't know

C. Services and Activities

Please answer questions 20-28 for program year 1994-95.

20. Do you have Gateway Grant data for the entire program year 1994-95?

☐

1. Yes, and answers to questions 21-28 cover that entire time period
2. No, answers to questions 21-28 cover only part of the program year ***(Please specify number of months covered)*** _____
3. No, our Gateway Grant program was not in operation in program year 1994-95 ☛ Go to question 29.

21. Approximately how many individuals received adult education services through your Gateway Grant programs?_____

22. How many of the above individuals were:

Gender:	
a. Female	
b. Male	
Race/ethnicity:	
c. Asian or Pacific Islander	
d. Black, not of Hispanic origin	
e. Hispanic	
f. Native American	
g. White, not of Hispanic origin	
h. Other _____	
Age group:	
i. 16-24	
j. 25-44	
k. 45-59	
l. 60 and older	

23. How many of your Gateway Grant students were first-time participants in adult education programs?_____

24. How many of your Gateway Grant students transferred to the Gateway Grant program directly from another adult education program?_____

25. Do you identify Gateway Grant students who have disabilities?

01 Yes
02 No ☞ If No, go to question 27.

26. To the best of your knowledge, how many of your Gateway Grant participants had any of the following disabilities? (*If none, enter "0." If information not available, enter "NA."*)

a.	Learning disabilities	_____
b.	Visual impairment or blindness	_____
c.	Hearing impairment or deafness	_____
d.	Cognitive impairment or mental retardation	_____
e.	Traumatic brain injury	_____
f.	Orthopedic disability	_____
g.	Mental illness	_____
h.	Attention deficit disorders	_____
i.	Other (***Please specify***)_____	_____

27. What is your primary method for determining if a student has a *learning disability*? (*Enter only <u>one</u>*.)

☐

1. Formal evaluation conducted by Gateway staff
2. Evaluation results or reports from outside evaluators
3. Student self-report
4. Teacher observation
5. Other (***Please specify***)_____
6. This information not available

28. How many hours of adult education instruction were offered each week in your Gateway Grant program?_____

29. Does your adult education instruction focus on any of the following?

Yes	No		
01	02	a.	Family literacy
01	02	b.	Pre-vocational training
01	02	c.	Life skills
01	02	d.	Social skills

30. Prior to Gateway Grant funding, were adult education services available in the public housing site where you now provide services? (*Enter only <u>one</u>*.)

☐

1. No adult education services were offered on-site prior to our program
2. Some services were offered, but not at the level available now
3. About the same level of adult education services were available before as are available now—only the funding sources have changed
4. There were more adult education services available at this public housing site prior to our obtaining Gateway Grant funding
5. Our Gateway Grant program does not offer services at a public housing site
6. Don't know

31. Have you used the following to publicize your Gateway Grant services?

Yes	No		
01	02	a.	Opening ceremony
01	02	b.	Presentations at community meetings
01	02	c.	Brochures or flyers
01	02	d.	Gateway program newsletter
01	02	e.	Posters
01	02	f.	Contacts with referral systems in organizations that may provide referrals (such as social services, churches, community-based organizations)
01	02	g.	Announcements or stories in newspapers
01	02	h.	Announcements or stories in newsletters of other organizations
01	02	i.	Other (***Please specify***)_____

32. Do you offer any technology-assisted instruction (for example, using computers or interactive videos) in your Gateway Grant programs?

01 Yes
02 No
03 Not currently, but we have plans to establish technology-assisted instruction in the near future.

33. Do you charge a fee for any of your Gateway Grant services?

01 Yes
02 No ☛ If No, go to question 35.

34. For what services?_____

35. In addition to standard adult education offerings, do you offer the following services in conjunction with your Gateway Grant Program?

Yes	No		
01	02	a.	Maintenance of a lending library
01	02	b.	Tutoring or homework assistance for school children
01	02	c.	Early childhood education in conjunction with a family literacy program
01	02	d.	Parenting education in conjunction with a family literacy program
01	02	e.	Facilitation of reading groups for adults
01	02	f.	Facilitation of parent/children reading groups
01	02	g.	Publication of newsletters or newspapers with assistance/articles from public housing residents
01	02	h.	Graduation or other special ceremonies for adult education participants
01	02	i.	Maintenance of a bookmobile or a literacy van
01	02	j.	Other (***Please specify***)_____

36. **In describing Gateway Grants, we are interested in success stories. Please briefly describe an original activity or innovation that your Gateway Grant project has undertaken effectively, or tell us about an individual or individuals in your program who have been particularly successful.**

37. **In your opinion, why do individuals enroll in your program as opposed to other adult education programs that are available in your community?**

D. Evaluation and Program Improvement

38. Have you conducted a literacy needs assessment among the public housing population you serve?

01 Yes
02 No ☞ If No, go to question 40.

39. Please list what you determined to be the top three educational needs among this population:

1. _____
2. _____
3. _____

40. Have you conducted the following program evaluation activities?

Yes	No		
01	02	a.	Staff feedback
01	02	b.	Participant feedback
01	02	c.	Tracking of process indicators (for example, number of participants, number and types of activities)
01	02	d.	Tracking of outcome indicators (for example, changes in student achievement levels, GED attainment rates)
01	02	e.	Other (***Please specify***)_____

41. Have you used evaluation data to improve your program services?

01 Yes
02 No ☞ If No, go to question 43.

42. In what specific ways have you used evaluation data? (*Please describe.*)

_____

_____

_____

_____

43. Would you recommend any changes in the process by which Gateway Grant funds are awarded and administered?

01 Yes
02 No ☛ If No, go to question 45.

44. What changes would you recommend? (*Please specify.*)

_____

_____

_____

_____

_____

_____

45. Do you consider it *a strength* or *a weakness* that Gateway Grant monies are designated to go directly to public housing authorities—as opposed to going to local service providers with the requirement that they use these funds to provide services to public housing residents? *(Check all that apply.)*

_____ a. *A strength* because PHAs know who among the local service providers work most effectively with public housing residents and, thus, when applying for the grant, can choose to collaborate with the best provider for their residents

_____ b. *A strength* because the current arrangement fosters growth of a capacity within PHAs, whose staff know the public housing community best, to provide literacy and adult education services directly

_____ c. *A strength* because the current arrangement encourages PHAs to actively participate in the adult education program by recruiting participants, coordinating with other services, and providing facilities and other in-kind contributions

_____ d. *A weakness* because PHAs do not know how best to choose a local service provider with which to collaborate

_____ e. *A weakness* because local service providers, who are more familiar than PHAs with literacy and adult education needs, could better determine which services to provide at which sites

_____ f. *A weakness* because giving the money to PHAs creates "middle men" who use a portion of the grant funds for administrative and other charges

_____ g. Other ***(Please specify)*** _____

_____

46. Who completed this questionnaire?

a. Name: _____

b. Title: _____

c. Organization: _____

d. Address: _____

_____

e. Telephone No.: _____

f. Today's date: _____

Please enclose with this survey, if available:

1. Any brochures or flyers describing your Gateway Grant program
2. Any reports, tables, or other summaries of student feedback or student outcomes

Please use the enclosed postage-paid envelope to return this questionnaire and any attachments to:

Research Triangle Institute
Center for Research in Education
ATTN: Kimberly Reynolds
P.O. Box 12194
Research Triangle Park, NC 27709-2194

Appendix C

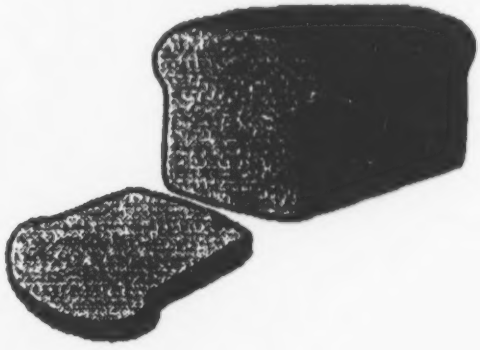
Promotional Materials

MAPLE WOOD MEADOWS FAMILY RESOURCE ROOM

Monday, January 30
7:00 PM

Nancy DeSpain
OSU Extension Nutritionist
will speak on

"How To Eat Healthy on a Tight Budget"

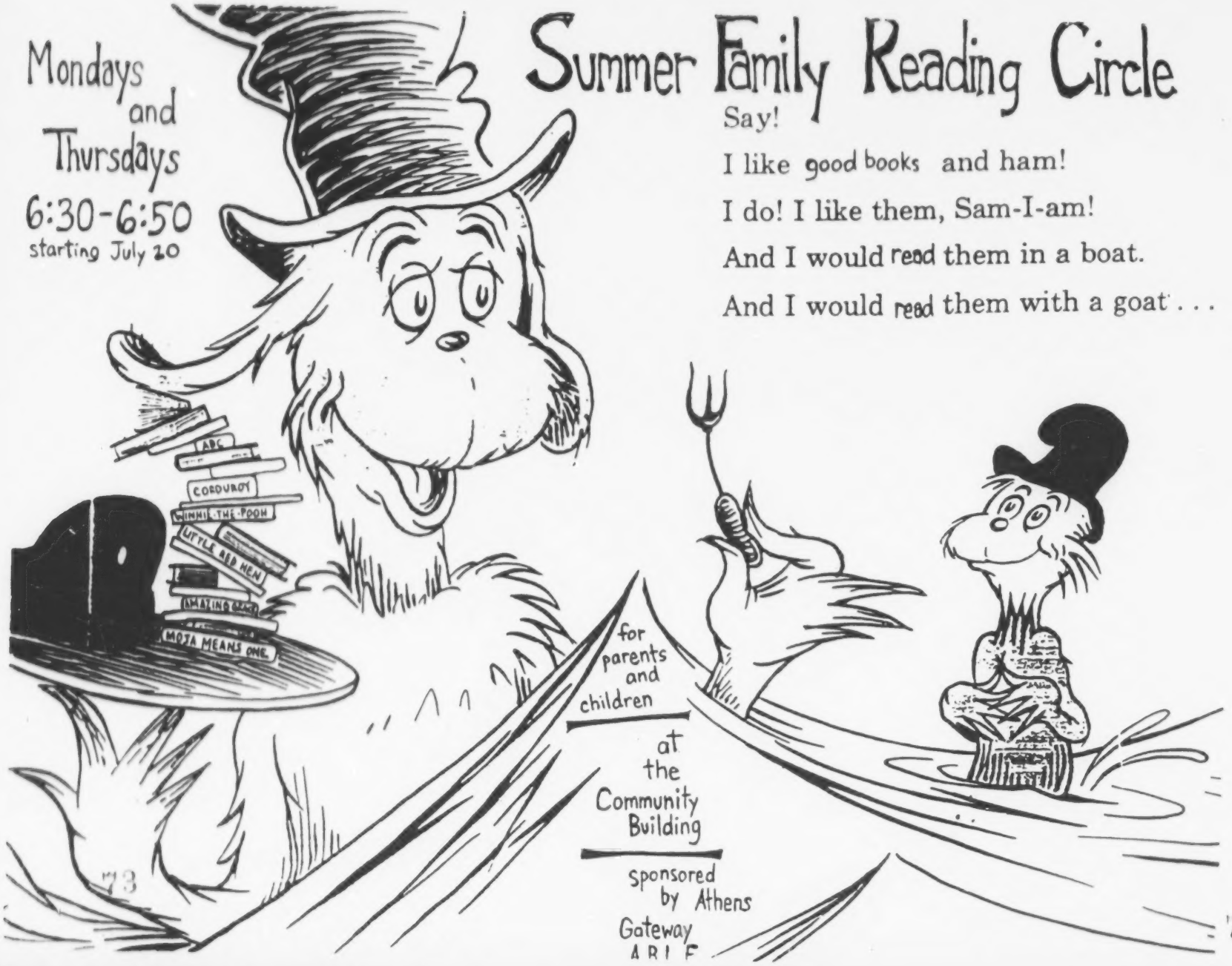


Please plan on attending

Summer Family Reading Circle

Mondays
and
Thursdays
6:30-6:50
starting July 20

Say!
I like good books and ham!
I do! I like them, Sam-I-am!
And I would read them in a boat.
And I would read them with a goat . . .



for parents and children

at the Community Building

sponsored by Athens Gateway ARLF

HOUSING AUTHORITY
ADULT EDUCATION
PROGRAM

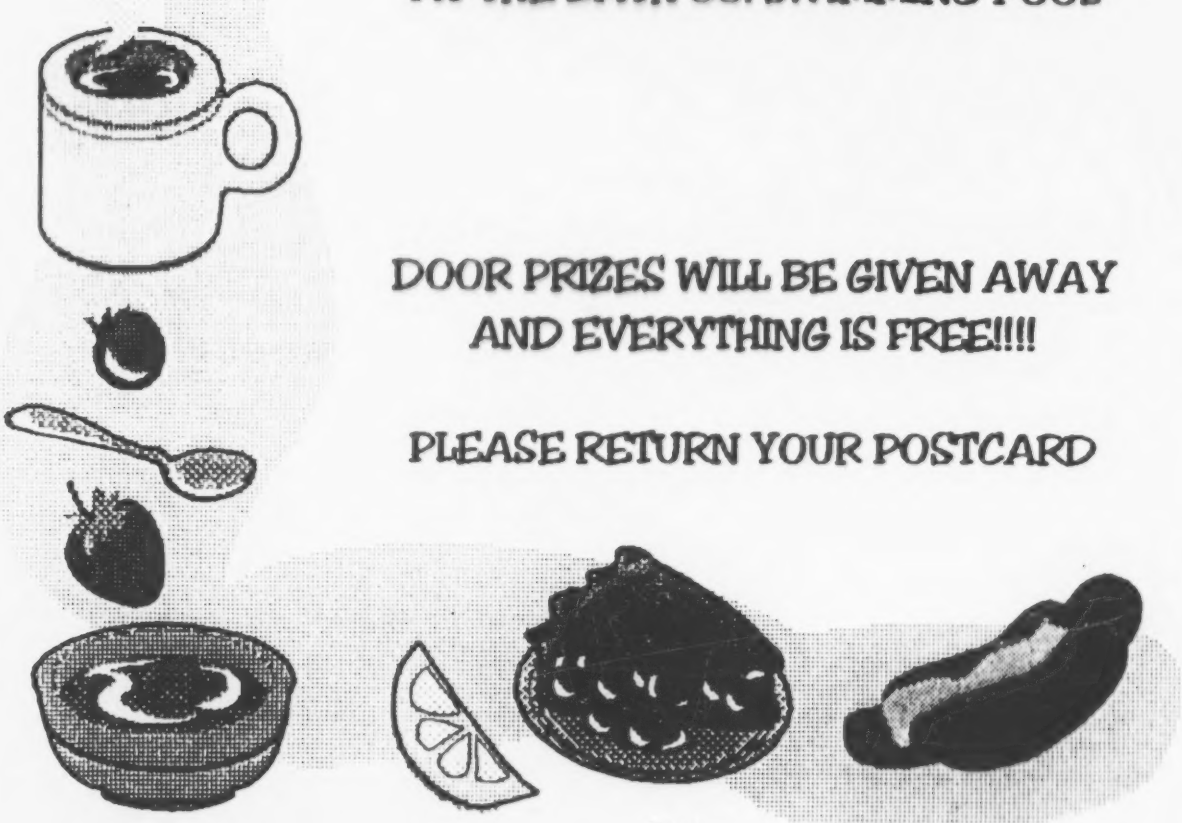
YOU AND YOUR FAMILY ARE
INVITED TO A

FREE POOL PARTY AND COOKOUT

JUNE 15TH FROM 6:00-9:00
AT THE BATH CO. SWIMMING POOL

DOOR PRIZES WILL BE GIVEN AWAY
AND EVERYTHING IS FREE!!!!

PLEASE RETURN YOUR POSTCARD



NAOMI D. JACKSON HEIGHTS ADULT LEARNING CENTER

GED Graduation

June 12, 1995 at 10:00 a.m.

Graduating Student:

Ms. Nilawnia Kimble

We congratulate Ms. Kimble on her fine efforts in continuing her education. She has successfully completed and passed the State GED Exams, with exceptionally high scores!

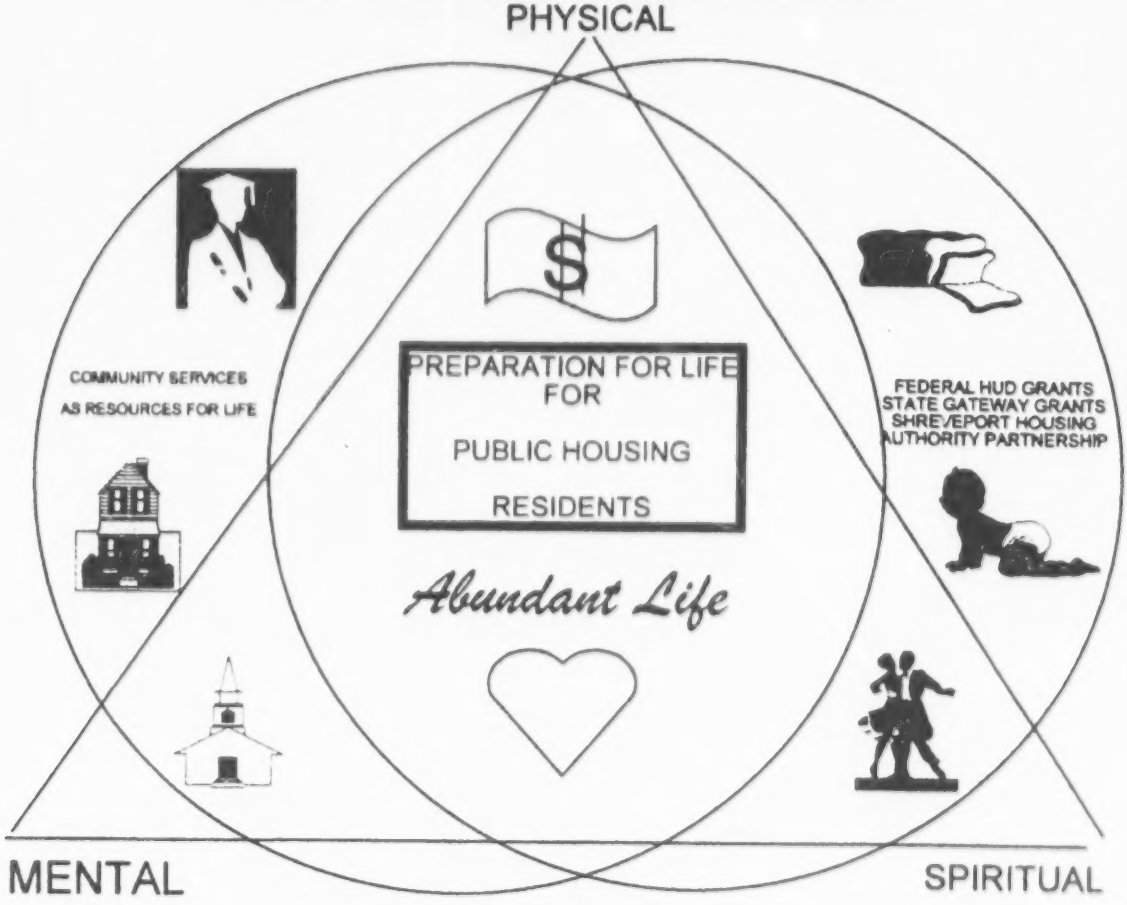
Well done, Ms. Kimble

We are very proud of you!

You are cordially invited to the GED Graduation Ceremonies to be held June 12, 1995, 10:00 a.m. in the Gymnasium of Naomi D. Jackson Heights 1411 Milam Street Shreveport, LA 71103

Reception Following

THE RESIDENT FOCUS OF THE SHREVEPORT HOUSING AUTHORITY



EDUCATION | MOTIVATION | FAITH | COMMUNITY RESOURCES

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MAPLE WOOD MEADOWS

Community Open House

Saturday June 10
2:00pm - 4:00pm

Come Meet Your Neighbor
&
See The Resource Room

Raffle Prizes

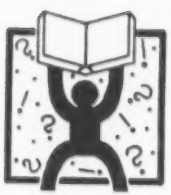
Refreshments

Cake Walk

*Children Must be Accompanied by an Adult

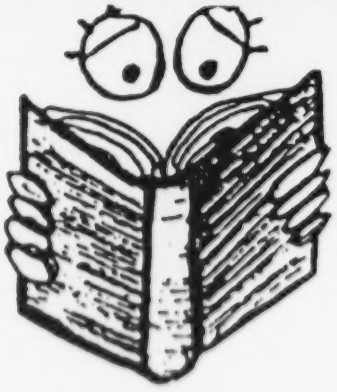
See You There!

Want to improve your English conversation skills?



Chat with a native English speaker several times a week, on the phone and/or in person! This is a GREAT way to improve your English fast, while having fun!

Interested in the new P.A.L.S. program (People Assisting with Language Skills)? Call Julie Gard at STEP: 488-0243.



CAN YOU READ?

WANT TO PREPARE FOR THE GED?

FREE CONFIDENTIAL TUTORING FOR ADULTS

NOW OFFERED DAYS, EVENINGS AND SATURDAYS AT:

1951 SAMUEL DRIVE NEIGHBORHOOD CENTER

4237 BEALE ST. NEIGHBORHOOD CENTER

5514 ROBINSON DRIVE NEIGHBORHOOD CENTER

31 CARROLL DR.-JOHNSON CARVER TERRACE OFFICE

CONTACT YOUR HOUSING AUTHORITY MANAGER

OR CALL

325-3869

MONROE HOUSING AUTHORITY

United Way

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Westmoreland County Housing Authority

The Private Industry Council of

Westmoreland/Fayette, Inc.

ADULT EDUCTION PROGRAM

Where: Community Room, Highland Manor

Classes: Monday - Thursday

Time: a.m. session 9:00 - 12:00

Time: p.m. session 1:00 - 4:00

THERE ARE NO FEES

FREE CHILD CARE SERVICES

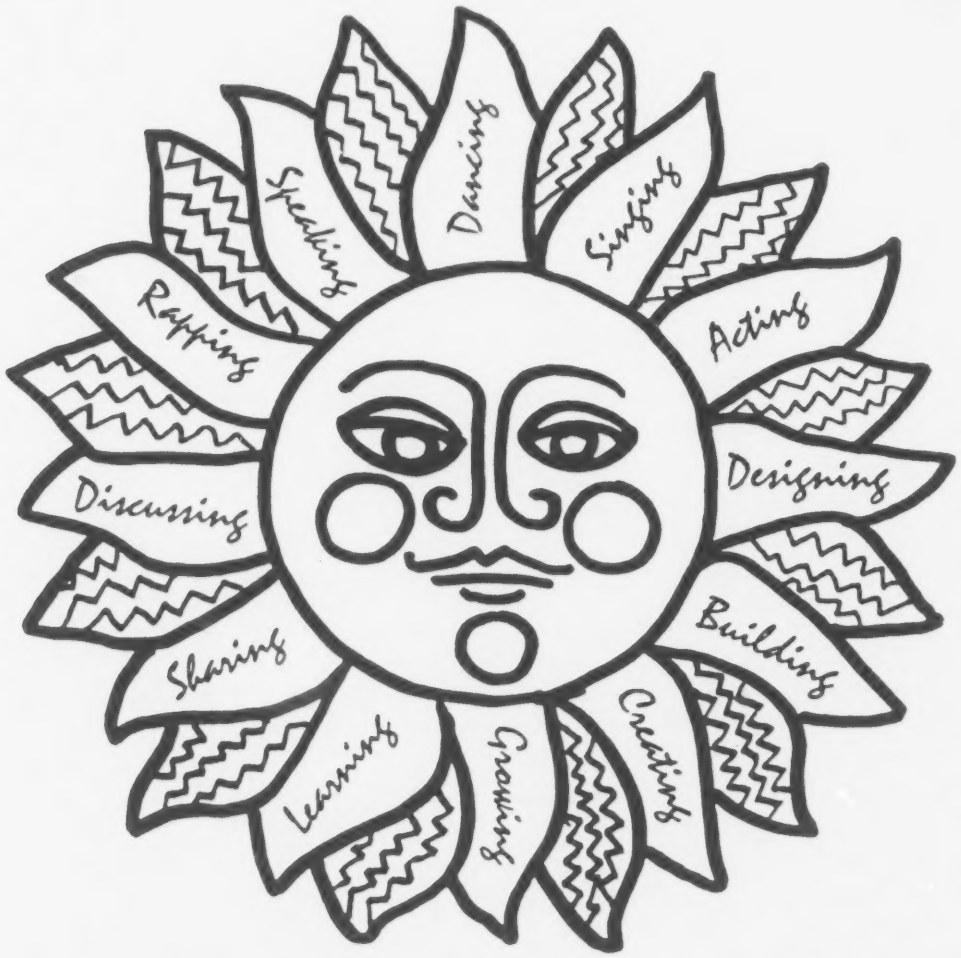
IMPROVE YOUR ACADEMIC SKILLS

PREPARE FOR THE GED EXAM

Call 1-800-456-3148

to Register

The Gateway
Performing Arts Troupe



The Gateway Performing Arts
will be your Sunshine for a brighter day.

Adult Basic Education
GED Preparation
Academic Enrichment

Pleasant Manor, Mt. Pleasant
Monday through Thursday
9:00 - 12:00 1:00 - 4:00

Classes are free.

For more information and to register call
1-800-456-3148

WHAT IS STEP?

STEP helps public housing residents reach self-sufficiency and other life goals through education, employment and training.
STEP is a collaborative project of the Saint Paul Public Schools Community Education Department, Adult Literacy Program, and the Public Housing Agency of Saint Paul.

WHO QUALIFIES?

Adults who live in Saint Paul Public Housing and want to find work can participate in STEP.
Public Housing includes Mt. Airy, McDonough and Roosevelt Homes, Dunedin Terrace, high rises, scattered sites .

FREE BENEFITS

STEP participants receive individual on- going **case management.**
Case managers work with residents to **plan career and educational goals** and address barriers. STEP has on-site classes for ESL, basic skills, math, computer training and drivers education.
Participants may receive **assistance with child care, transportation and clothing expenses .**

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STEP
SUPPORT FOR TRAINING & EMPLOYMENT PROGRAM

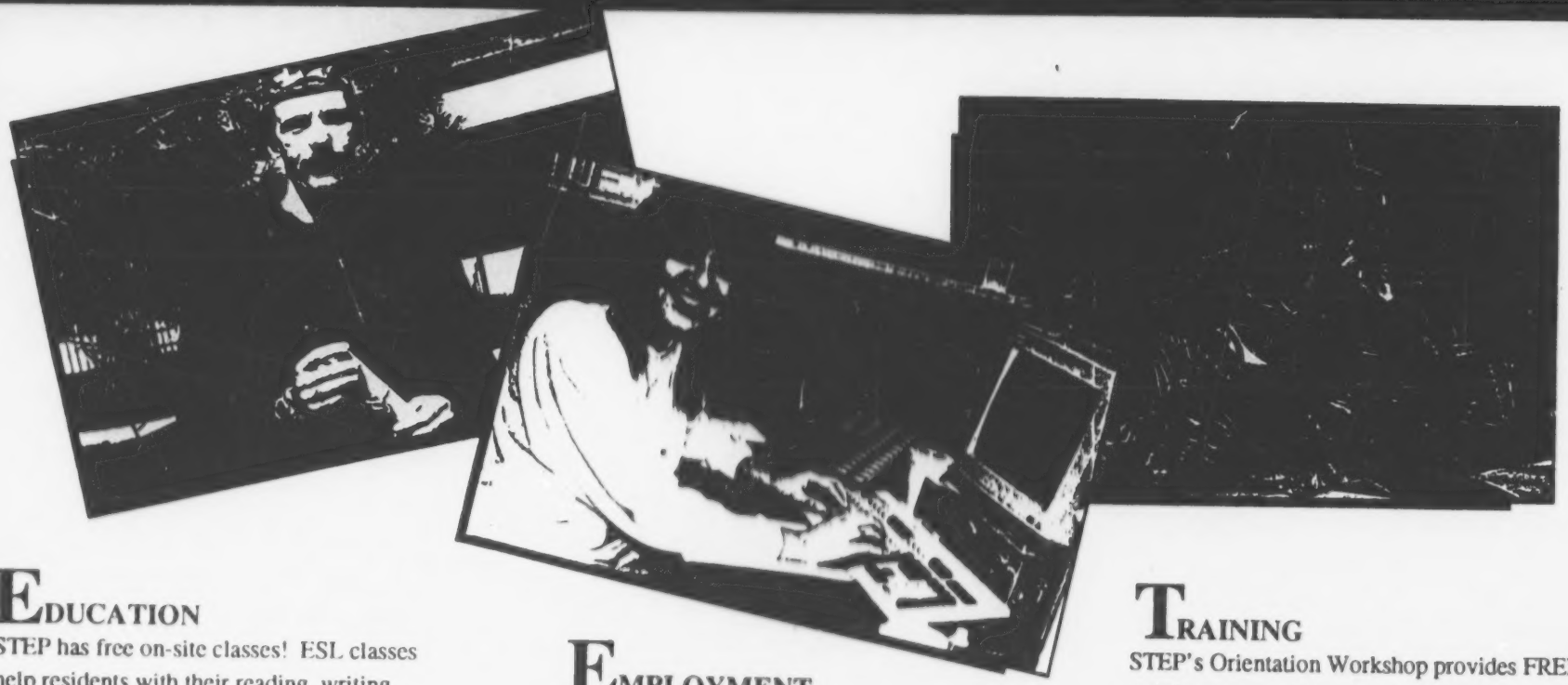
BEST COPY AVAILABLE

Self Sufficiency Through...

EDUCATION EMPLOYMENT TRAINING

STEP
SUPPORT FOR TRAINING & EMPLOYMENT PROGRAM

87



EDUCATION

STEP has free on-site classes! ESL classes help residents with their reading, writing, speaking and listening skills. Basic Skills classes focus on reading, writing, math and GED preparation. Some individualized tutoring is available. All classes include some work-related curriculum and computer use.

EMPLOYMENT

STEP case managers work with residents to form a career plan and address barriers to employment. A job coach is always available to give up to date information on job leads in the area and help develop resumes. STEP arranges field trips to places of employment and has employers come to public housing to discuss job opportunities. STEP works with residents who want to become self-employed to make their dream a reality!

TRAINING

STEP's Orientation Workshop provides FREE training on a variety of topics including:

- Increasing self-esteem
- Where to find jobs
- How to fill out an application
- Interview techniques
- American business culture

STEP provides other training as needed such as computer training, drivers education and apprenticeship programs.

STEP
SUPPORT FOR TRAINING & EMPLOYMENT PROGRAM

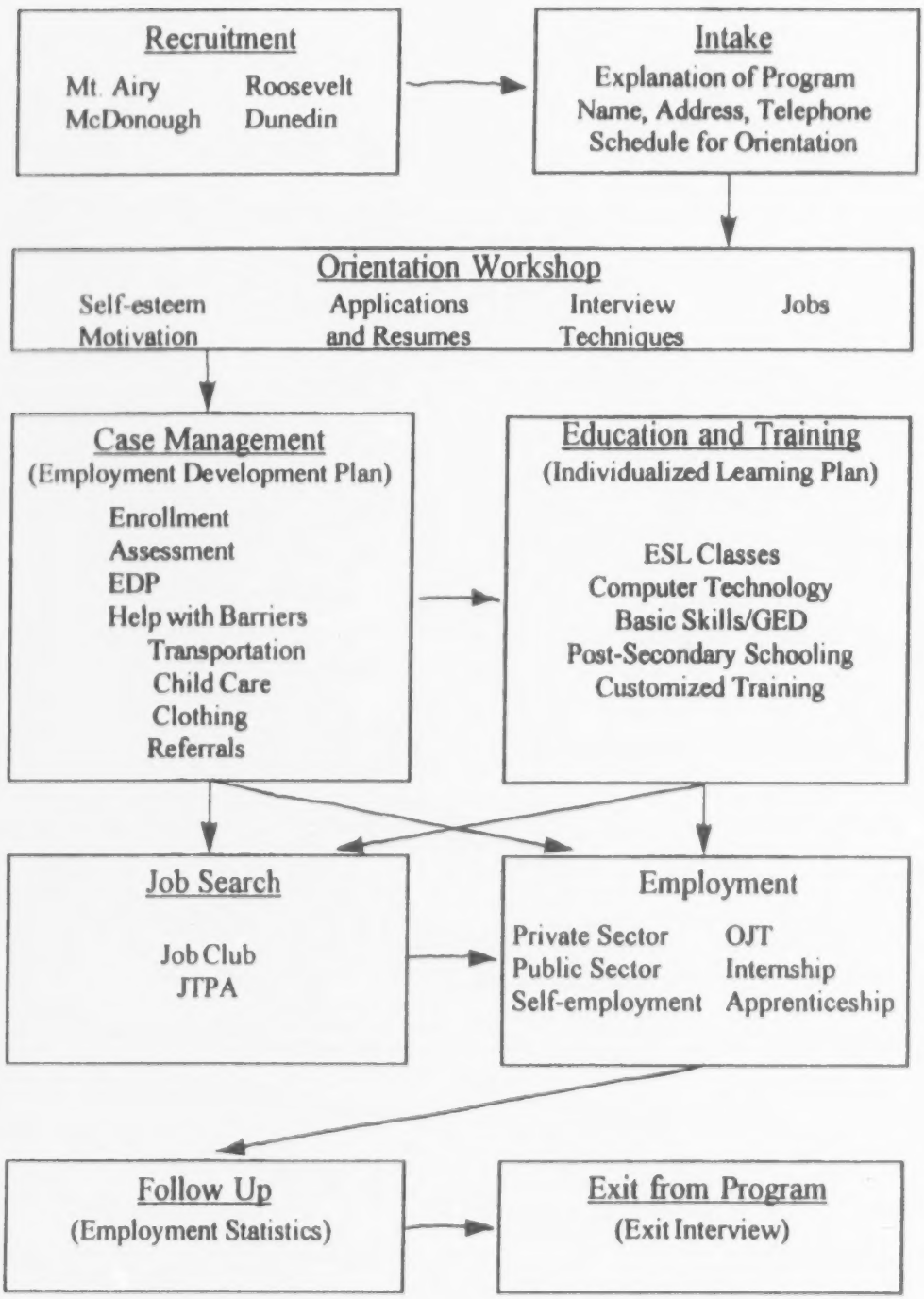
Self Sufficiency Through...

EDUCATION • EMPLOYMENT • TRAINING

STEP is a collaborative project of the Saint Paul Public Schools Community Education Department, Adult Literacy Program, and the Public Housing Agency of St. Paul.

CALL NOW TO SIGN UP • 222-1781 or 488-0243

Nine-Phase STEP Gateway
Learner Flow Chart



Learn to Read

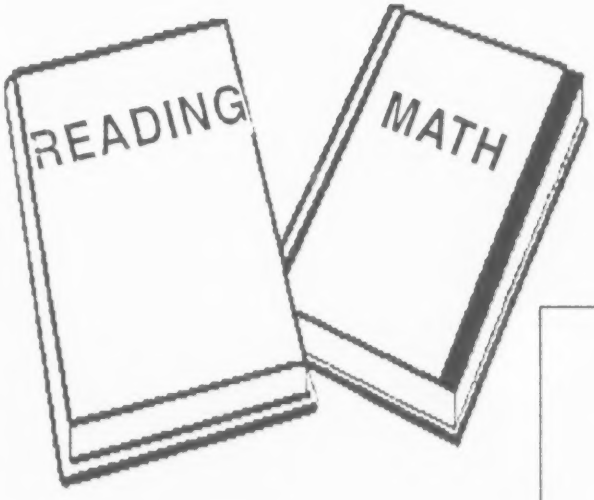
FREE CONFIDENTIAL TUTORING FOR ADULTS

325-3869

Now offered days, evenings and Saturdays at:

1951 Samuel Drive Neighborhood Center
4237 Beale St. Neighborhood Center
5514 Robinson Drive Neighborhood Center

Contact your Housing Authority Manager



MONROE HOUSING AUTHORITY

United Way

Volunteer tutors are also needed for the program. If interested, call 325-3869.

A Service Of

Monroe Housing Authority

&

Project READ

A Second Chance

Monroe Housing Authority and Project READ together are sponsoring this program through a $27,825 U. S. Department of Education Gateway Grant.

WORKING TOGETHER
TO
MAKE A DIFFERENCE

Housing Authority of the City of Danbury
Literacy Volunteers of America-Danbury

September 1995 - June 1996
Classes starting soon

EMPOWERMENT
THROUGH
LITERACY

92

93

ded by a GateWay Grant from HUD
CT State Department of Education

ASSESSMENTS

What can you do with your life?
What do you want to do with your life?
CASAS Basic Skills Assessment

EMPLOYABILITY ASSESSMENT

Computer
Career Counseling

INDIVIDUALIZED TRAINING PROGRAMS

How can you get to where you want to go?

GED preparation
English Classes
Computer - Basic Instruction

EMPLOYMENT TRAINING

What do you need to enter the job market?

Job Skills -
Interviewing
Resume Writing
Job Search

REGISTRATION
Contact Your Tenant Manager

Name:

Address:

Phone:

Programs:

Best time to reach me at home__

I will need transportation Y___N__

I can attend days___nights____

I will need child care Y___N___